DOCUMENT RESUME

ED 417 247 UD 032 188

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TITLE Evaluation of the 1996-97 Ninth Grade Restructuring Program. Area B.
INSTITUTION Research and Evaluation Specialists, Inc.
SPONS AGENCY Detroit Public Schools, MI. Office of Research, Evaluation, and Testing.
PUB DATE 1997-10-00
NOTE 231p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Academic Achievement; Attitude Change; *Dropout Prevention; *Grade 9; *High School Students; High Schools; Principals; Program Evaluation; Public Schools; *School Restructuring; Tables (Data); Teacher Attitudes; *Teachers; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS *Detroit Public Schools MI

ABSTRACT

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social work services, counseling and psychological services, tutoring by student assistants with teacher supervision, and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area B of the Detroit schools. Two principals completed a survey, and both believed that the program boosted student achievement. Teachers (n=38) generally thought that the program raised student achievement. Four ninth grade administrators who responded also generally thought that the program raised achievement. Teachers and both groups of administrators identified areas in which improvements could be made and recommended its continuation. Recommendations included: the fostering of a school-within-a-school environment; continuing block scheduling; continuing to create clusters of students; and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97 as it had in 1995-96. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

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ED 417 247

EVALUATION OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

AREA B

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

Submitted by:

Dr. Mike Syropoulos, Project Evaluator
Research and Evaluation Specialists, Inc.

October, 1997

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HIGHLIGHTS
OF THE

NINTH GRADE RESTRUCTURING PROGRAM

Area B

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

Submitted by:

Dr. Mike Syropoulos, Project Evalulator
Research and Evaluation Specialists, Inc.

October, 1997

HIGHLIGHTS
OF THE
NINTH GRADE RESTRUCTURING PROGRAM
AREA B

This is the second year evaluation of the program. Data were collected from principals, Ninth Grade Administrators, teachers, students and the district's AS400 information system.

Two (2) principals commented on twelve (12) statements dealing with the total program. One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to all of the statements. The mean average of all the statements is one hundred percent (100%).

Organizational changes described by the principals are as follows: school-within-a-school, team teaching, block scheduling, and homeroom students traveled as a group from class to class.

Major concerns as indicated by the principals are as follows: provide new and different modes of instruction, remind teachers that students have different styles of learning, and teachers must vary their teaching methods.

Changes that would improve implementation as indicated by principals are as follows: more parental involvement and improving students' self-concept and self-esteem.

Thirty-eight (38) teachers commented on nineteen (19) statements dealing with the total program. Ninety to one hundred percent (90% to 100%) of the staff responded "Strongly Agree" or "Agree" to ten (10) of the statements. The mean average of all the statements is ninety percent (90%).

Organizational changes as indicated by the teachers are as follows: block classes with the same teachers and team teaching.

Major concerns as indicated by the teachers are as follows: lack of hands-on materials, lack of students' reading skills, student attendance, and class size is too large.

Changes that would improve implementation as indicated by teachers are as follows: lower class size, more parental involvement, more workshops are needed on how to teach ninth graders, and more money for field trips.

One hundred thirty-eight (138) students commented on twenty (20) statements dealing with the total program. Eighty-six to ninety-four percent (86% to 94%) of the students responded "Agree" or "Strongly Agree" to seventeen (17) of the statements. "Attended school regularly" received 81 percent favorable responses; "the program helped us to get along with adults" received 71 percent favorable responses; and "developed better self-discipline" received 82 percent favorable responses. The mean average of all the statements is eighty-eight percent (88%).

Things that were liked best about the program as indicated by the students are as follows: it gave me more experience, it helped me get along with other people, and helped me work cooperatively with others.

Things that were liked least about the program as indicated by the students are as follows: all my needs were not met, were separated from the rest of the grades, and poor attitude of students and some teachers.

Four (4) Ninth Grade Administrators commented on twelve (12) statements dealing with the total program. One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to ten (10) of the statements; the two statements with less than a 100 percent favorable response rate were: "raising students' achievement in reading" received 50 percent, and "science" received 75 percent favorable responses. The mean average of all the statements is ninety-four percent (94%).

Organizational changes described by Ninth Grade Administrators are as follows: organized into smaller units, block scheduling, school-within-a-school concept, team teaching, and flexible scheduling.

Major concerns as indicated by the Ninth Grade Administrators are as follows: transforming teaching practices in classrooms, changing the "mind-set" of teachers, and that teachers still rely on traditional teacher-centered practices.

Changes that would improve implementation as indicated by the Ninth Grade Administrators are as follows: flexibility to schedule smaller classes, develop a resource reading laboratory, improve parental involvement, common teacher prep period, and improved academic performance.

Ninth grade data indicate that there were 1488 Area B incoming 9th grade students enrolled during the 1994-95 school year (Before the Ninth Grade Restructuring Program). Four hundred nine (409) students (27.49%) left school during the school year. One hundred fifty-one (151) of these students (10.08%) transferred to another school system or attended night school and two hundred fifty-eight (258) students (17.22%) discontinued their education.

Ninth grade data indicate that there were 1442 Area B incoming 9th grade students enrolled during the 1995-96 school year (First year with the Ninth Grade Restructuring Program). Two hundred thirty-two (232) students (16.09%) left school during the school year. Seventy-nine (79) of these students (5.48%) transferred to another school system or attended night school and one hundred fifty-three (153) students (10.61%) discontinued their education.

Ninth grade data indicate that there were 1471 Area B incoming 9th grade students enrolled during the 1996-97 school year (Second year with Ninth Grade Restructuring Program). One hundred thirty-six (136) students (9.25%) left school during the year. Sixty-four (64) of these students (4.36%) transferred to another school system or attended night school and seventy-two (72) students (4.89%) discontinued their education.

In summary, among incoming Grade 9 students, transferring students decreased from 10.08% (1995), to 5.48% (1996), to 4.36% (1997); students discontinuing their education decreased from 17.22% (1995), to 10.61% (1996), to 4.89% (1997).

Ninth grade data indicate that there were 1068 Area B ninth grade students who were repeating courses during the 1994-95 school year (Before the Ninth Grade Restructuring Program). Five hundred twenty-one (521) students (48.78%) left school during the school year. One hundred eighty-eight (188) of these students (17.60%) transferred to another school system or attended night school and three-hundred thirty-three (333) students (31.18%) discontinued their education.

Ninth grade data indicate that there were 833 Area B ninth grade students who were repeating courses during the 1995-96 school year (First with the Ninth Grade Restructuring Program). Three hundred sixty-seven (367) students (44.05%) left school during the school year. One hundred twelve (112) of these students (13.44%) transferred to another school system or attended night school and two hundred fifty-five (255) students (30.61%) discontinued their education.

Ninth grade data indicate that there were 604 Area B ninth grade students who were repeating courses during the 1996-97 school year (Second year with the Ninth Grade Restructuring Program). One hundred thirty-six (136) students (22.52%) left school during the school year. Thirty-three (33) of these students (5.46%) transferred to another school system or attended night school and one hundred three (103) students (17.06%) discontinued their education.

In summary, among Grade 9 students repeating courses, transferring students decreased from 17.60% (1995), to 13.44% (1996), to 5.46% (1997); students discontinued their education decreased from 31.18% (1995) to 30.61% (1996) to 17.06% (1997).

An attempt was made to compare the tenth grade students who were involved with the Ninth Grade Restructuring Program with the students who were not exposed in the program.

Tenth grade data indicated that there were 951 Area B tenth grade students enrolled during the 1995-96 school year (Not exposed to the Ninth Grade Restructuring Program). One hundred twelve (112) students (11.77%) left school during the school year. Sixty-one (61) of these students (6.41%) transferred to another system or attended night school and fifty-one (51) students (5.36%) discontinued their education.

Tenth grade data indicated that there were 1028 Area B tenth grade students enrolled during the 1996-97 school year (Exposed to the Ninth Grade Restructuring Program). Seventy-five (75) of these students (7.30%) left school during the school year. Twenty-seven (27) of these students (2.63%) transferred to another school system or attended night school and forty-eight (48) students (4.67%) discontinued their education.

In summary, among newly promoted Grade 10 students, transferring students decreased from 6.41% (1996) to 2.63% (1997); students discontinuing their education decreased from 5.36% (1996) to 4.67% (1997).

Tenth grade data indicated that there were 344 Area B tenth grade students who were repeating courses during the 1995-96 school year (Not exposed to the Ninth Grade Restructuring). One hundred nine (109) students (31.68%) left school during the school year. Forty-two (42) of these students (12.20%) transferred to another school system or attended night school and sixty-seven (67) students (19.48%) discontinued their education.

Tenth grade data indicate that there were four hundred thirty-seven (437) Area B students who were repeating courses during the 1996-97 school year (Exposed to the Ninth Grade Restructuring Program). Seventy-seven (77) students (17.62%) left school during the school year. Seventeen (17) of these students (3.89%) transferred to another school system or attended night school and sixty (60) students (13.73%) discontinued their education.

In summary, among Grade 10 students repeating courses, transferring students decreased from 12.20% (1996), to 3.89% (1997); students discontinued their education decreased from 19.48% (1996) to 13.73% (1997).

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area B schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages -		Increased	Increased
b.	Student Daily Attendance	-	Remained the same	Increased
c.	Credit Hours Attempted	-	Increased	Increased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Increased	Increased
f.	MAT Mathematics	-	Increased	Increased
g.	Educational Status*	-	Increased**	Increased**

Six out of seven variables showed improvement and one remained the same for 1995 vs. 1996. Seven out of seven variables showed improvement for 1995 vs. 1997.

*Students leaving school (discontinued their education or continued their education in night school or in another system).
**More students remained in the Detroit schools.

Recommendations include: continue to create a school-within-a-school environment, continue to expand the homeroom teacher concept, continue to institute two-hour block scheduling, continue to create a cluster of students to remain together for several classes, continue to sensitize teachers to 9th grade students, continue to offer special programs, continue to provide district-wide forums for Ninth Grade Administrators, continue to increase support staff, and continue to improve parental involvement.

EVALUATION
OF THE
1996-97 NINTH GRADE
RESTRUCTURING PROGRAM

AREA B

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

Submitted by:

Dr. Mike Syropoulos, Project Evaluator
Research and Evaluation Specialists, Inc.

October, 1997

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PROGRAM FACTS

Name of Program : 1996-97 Ninth Grade Restructuring Program - Area B

Funding Year : 1996-97

Purpose of Program : The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitudes toward learning; improve the school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the dropout rate and increase the graduation rate of students.

Features of Program : Instructional and direct non-instructional services, such as social worker counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; parents' involvement in instructional and non-instructional activities with their children.

Funding Source : 31a State funds and Title 1 (See Appendix A)

Funding Level : $3,348,955 - 31a and Title 1 9th Grade Restructuring Allocation

Ninth Grade Enrollment : 2,075 students during the 1996-97 school year

Number and Level of Participants : Area B, 1994-95 Grade 9 Students (Before the Program)

1. Ninth Grade incoming students during the school year	1,498 (58%)
2. Ninth Grade students repeating courses during the school year	1,068 (42%)
Total	2,566 (100%)

Area B, 1995-96 Grade 9 Students (First Year Program)

1. Ninth Grade incoming students during the school year	1,442	(63%)
2. Ninth Grade students repeating courses during the school year	833	(37%)
Total	2,275	(100%)

Area B, 1996-97 Grade 9 Students (Second Year Program)

1. Ninth Grade incoming students during the school year	1,471	(71%)
2. Ninth Grade students repeating courses during the school year	604	(29%)
Total	2,075	(100%)

Area B, 1995-96 Grade 10 Students (Before the Program)

1. Tenth Grade incoming students during the school year	951	(73%)
2. Tenth Grade students repeating courses during the school year	344	(27%)
Total	1,295	(100%)

Area B, 1996-97 Grade 10 Students (After First Year Program)

1. Tenth Grade incoming students during the school year	1,028	(73%)
2. Tenth Grade students repeating courses during the school year	437	(27%)
Total	1,465	(100%)

Number and Level of Schools in Program : Area B: Cody H.S., Detroit City H.S., Herman/Rogers Academy, Mackenzie H.S. and Northwestern H.S.

Staffing Pattern : Teachers, administrators and support staff from the regular school

Instructional Time : Regular hours - six hours per day

Equipment and Materials : Same equipment and materials used during the regular school year.

First Year Funded : 1995-96

EVALUATION
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM AREA B
Executive Summary

Purpose and Features of the Program

The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitudes toward learning; improve the school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the number of students leaving school and increase the graduation rate of students.

Schools were to design and implement programs to improve the academic achievement of the at-risk students. Schools could use instructional and direct non-instructional services, such as social workers, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; and/or involve parents in instructional and non-instructional activities with their children.

Methodology

Process Evaluation - The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals ninth grade administrators, teachers and students. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the Project Evaluator.

Product Evaluation - Data on grade point averages, attendance, credit hours, academic achievement and the educational status* of students were collected for 1994-95 (Before the Program), 1995-96 (First Year with Program) and 1996-97 (Second Year with Program) ninth grade students. Also, the same data were collected for the 1995-96 (Before the Program) and 1996-97 (After the Program) tenth grade students. Data for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1995, 1996 and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

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*Students leaving school: a. Discontinued their education
b. Continued their education in night school or another school system

Separate reports will be prepared for each Area and one consolidated report of all areas. Also, a report of programs suggested by the Ninth Grade Administrators as being successful will be prepared for distribution to all schools having 9th grade students.

Findings

A. Principals' Perceptions of the Program

Two (2) principals commented on twelve (12) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into nine (9) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the principals for the items in each category. There were eight (8) open-ended questions for which their opinions were solicited. Respondents indicated that the program was successful in:

- raising students' achievement in reading, mathematics and science (100%)
- raising students' awareness of high expectations (100%)
- raising 9th Grade students' awareness of high school requirements (100%)
- developing students' ability to work independently (100%)
- encouraging parents to be involved in their child's learning (100%)
- preventing students from dropping out of school (100%)
- helping students attend school regularly (100%)
- helping students develop worthwhile priorities (100%)
- developing self-discipline, and responsibility for one's own actions and developing students' ability to work cooperatively with others. (100%)

One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to all of the statements.

The mean average of all the statements' "Strongly Agree" and "Agree" is one-hundred percent (100%).

Open-Ended Questions

In the first question, the principals were asked to indicate *how they prepared their staff for the Ninth Grade Restructuring Program*. Their responses follow:

- Program was explained to the total staff.
- Materials were given to the staff which explained the philosophy and thrust of the program.
- "Open House" was scheduled for the parents and students. Information regarding the program was explained and materials were distributed.

In the next question, the principals were asked to state *the teaching strategies would be found in the Ninth Grade Restructuring classroom*. They responded as follows:

- Cooperative learning, direct instruction, cross-text questions, spiral approach, writing process, quick-writes, graphic organizers, mastery learning approach, and project method.

- KWL, SQP3R, QAR, manipulatives, story maps, teaching learning framework, buddy system, sustained reading process, HSPT thematic units, peer editing, real life modeling, role playing, brainstorming and one-on-one peer sharing.

The next question asked, *if any organizational change(s) occurred in your school as a result of the Ninth Grade Restructuring Program*. They responded as follows:

- School-within-a-school organization for 9th graders.
- Ninth grade changed from "house concept" to "departmental concept".
- Team teaching occurred between math and science, English and computer literacy.
- Block scheduling was implemented in the 9th grade.
- Homeroom students travel together into six classes.
- Students with special needs may be programmed out of block scheduling.

In the next question, the principals were asked, *"what if any, were your major concerns about the delivery of instruction by your teachers of Grade 9 students?"* Their responses follow:

- provide new and different modes of instruction
- remind teachers that many students have different learning styles
- teachers must vary their teaching methods to accommodate students' individual differences
- make sure the teaching staff allows the students to be responsible for their learning
- allow students to serve as trainers as well as learners
- teachers may serve as facilitators

The principals were asked to indicate *the reactions of the different stakeholders about the Ninth Grade Restructuring Program*. Following are some of their responses:

Students:

- students have responded in a positive fashion to our program
- students responded as interested and challenged

Teachers:

- teachers are pleased with our efforts and are enthusiastic about chances for success
- new innovative concept requiring direction, structure and improving academic success

Parents:

- parents that have come into contact are highly supportive
- very pleased and supportive of the program

In the next question, the principals were asked, *"what changes would improve the implementation of the Ninth Grade Restructuring Program?"* They responded as follows:

- city-wide meetings for ninth grade administrators
- parental workshops
- more funds
- more personnel in specialized areas
- regular area meetings of ninth grade assistant principals and teachers
- improve parental involvement
- additional teacher team planning
- common prep-period for teaching staff
- improve self-discipline of students
- improve student attendance
- male/female mentorship

Principals were asked, *"for you, what have been the major challenges of the Ninth Grade Restructuring Program?"* Their responses follow:

- improving parental involvement
- improving academic achievement
- improving student self-concept, and self-esteem
- developing a positive, caring "self-worth" attitude
- trying to convince the students that their attendance and achievement in high school must be their primary responsibility and focal point.

Finally, the principals were asked, *"what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?"* They responded as follows:

- getting more parents to be involved in the education of their children
- getting more parents to be involved in the activities of the school

- increase the number of parents who attend parent-teacher conferences

B. Teachers' Perceptions of the Program

Thirty-eight (38) teachers commented on nineteen (19) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into thirteen (13) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the teachers for individual items. There were seven (7) open-ended questions for which their opinions were solicited.

- I received sufficient information regarding the program (97%)
- the program was successful in raising student achievement
    a. reading (84%)
    b. mathematics (82%)
    c. science (95%)
- the program was successful in raising student awareness
    a. high school requirements (95%)
    b. high school expectations (100%)
- the program was successful in developing students'
    a. ability to work cooperatively with others (90%)
    b. self-discipline and responsibility for one's own actions (82%)
    c. the ability to work independently (82%)
    d. worthwhile priorities (82%)
- the program was successful in encouraging parents to be involved in their child's learning (90%)
- parents received sufficient advance notification about the Ninth Grade Restructuring Program (79%)
- teachers received sufficient information for the implementation of the Ninth Grade Restructuring Program (87%)
- ninth grade students attended school regularly (87%)

• the program was successful in preventing students from dropping out of school	(95%)
• I feel the program will result in improved achievement	(97%)
• teachers feel the program will result in improved achievement	(87%)
• I am supportive of the Ninth Grade Restructuring Program	(100%)
• teachers seem to be supportive of the Ninth Grade Restructuring Program	(95%)

Ninety to one hundred percent (90% to 100%) of the staff "Agreed" or "Strongly Agreed" to ten (10) of the statements.

Seventy-nine to eighty-seven percent (79% to 87%) of the teachers "Strongly Agreed" or "Agreed" to the other nine (9) statements.

The mean average of all the statements "Strongly Agreed" or "Agreed" is ninety percent (90%).

Open-Ended Questions

In the first question, the teachers were asked to indicate *the strategies that would be found in the Ninth Grade classrooms in their school.* They responded as follows:

- cooperative learning (15)
- co-op groups, hands-on-activities
- labs
- peer-teaching and projects
- organizational skills
- group work
- collaborative learning
- team approach
- SQR3
- student center instruction
- group presentation
- exploration
- scientific investigation

In the next question, the teachers were asked to indicate *any organizational change(s) that occurred in their school as a result of the Ninth Grade Restructuring Program*. They responded as follows:

- block classes with the same teachers
- students were organized into clusters with common academic teachers
- block scheduling based on curriculum
- block scheduling and team teaching
- block scheduling and common preps for teachers
- separation of ninth graders from the rest of the school
- "House Concept" which allows "core teachers" to have common prep period
- block scheduling (9)

Teachers were asked, *what, if any, are your major concerns about the delivery of instruction to the ninth graders*. They responded as follows:

- lack hands-on-materials
- lack of reading skills
- student attendance
- large class size
- student basic skills are below grade level

The teachers were asked to indicate *the reactions of the stakeholders about the Ninth Grade Restructuring Program*. They responded as follows:

Students:

- students have enjoyed and benefited from the program
- students feel good about themselves
- students have mixed emotions
- students like the program
- students feel more like a family

Teachers:

- positive and supportive
- teaching staff seem to enjoy and support the program
- teachers enjoy the innovativeness of the program
- most teachers really like it

Parents:

- positive and supportive
- parents did not participate in any significant way
- need more parental involvement
- appreciate the advantages of the program
- parents enjoy the special attention given the students
- supportive of the program

Administrators:

- positive and supportive
- administrators are very supportive
- administrators are positive and pleased
- supportive of the program

Teachers were asked to indicate *the changes that would improve the implementation of the Ninth Grade Restructuring Program*. They responded as follows:

- ninth grade classes should be on the same floor/same wing of the building
- program should continue because of the need
- lower class size would be helpful (6)
- more workshops are needed how to teach ninth graders
- more parental involvement
- more orientation in middle schools
- workshops (teachers and parents) with motivational speakers
- regular assemblies for ninth grade students and computers in every classroom
- more money for field trips
- develop self-esteem workshops for all ninth grade students
- need to reach more parents to have an active role in the school

In the next question, the teachers were asked to indicate *what have been the major challenges of the Ninth Grade Restructuring Program*. Their responses follow:

- lack of inter-staff communication
- large class size, student behavior, reading abilities, parental involvement
- assisting students in their transition from middle school to high school
- establishing a learning foundation
- providing interesting and challenging lessons for the students
- major challenge has been keeping students motivated
- getting acclimated to all ninth graders their needs and behavior problems

In the final question, the teachers were asked to indicate *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program.* They responded as follows:

- greater parental involvement
- poor responses to progress reports and phone contacts
- parents did not attend school functions
- lack of parental support
- parents are not coming out to support their children
- parents should be contacted on a daily basis about student absences

C. Students' Perceptions of the Program

One hundred thirty-eight (138) students commented on twenty (20) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into eleven (11) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the students for individual items. There were two (2) open-ended questions for which their opinions were solicited.

• satisfied with the services received from the program	(91%)
• teachers appeared to be sincerely concerned about me	(86%)
• was given homework daily in most of my classes	(91%)
• received help from my teachers when I needed it	(86%)
• services offered by the counselor were very helpful	(86%)
• administrator appeared to be sincerely concerned about me	(86%)
• the program was successful in improving students'	
a. work habits	(91%)
b. attitudes toward learning	(87%)
c. reading skills	(93%)
d. mathematics skills	(93%)
e. science skills	(91%)
f. ability to work cooperatively with others	(86%)
• completed assigned tasks	(86%)
• raised awareness of high school requirements	(86%)
• developed better self-discipline	(82%)

- the program helped us to

a.	get along with other students	(94%)
b.	get along better with adults	(71%)
c.	feel better about ourselves	(91%)
d.	feel better about school	(91%)
e.	attend school regularly	(81%)

Eighty-six to ninety-four percent (86% to 94%) of the students "Agreed" or "Strongly Agreed" to seventeen (17) of the statements.

Seventy-seven to eighty-two percent (77% to 82%) of the students "Agreed" or "Strongly Agreed" to the other three (3) statements.

The mean average of the "Agreed" or "Strongly Agreed" responses is eighty-eight percent (88%).

In the first question, the students were asked to indicate *what they liked best about the program*. They responded as follows:

- gave me more experience
- prepared me for higher level classes
- togetherness of students and teachers
- helped me get along with people better
- made students feel more comfortable and welcomed
- program gave me a boost to a higher level
- liked everything about the program
- without this program I would have been lost
- being in our own part of the building so we don't get confused
- good rapport the staff has with the students
- helping students work cooperatively with each other
- how everyone was very supportive and helpful to me
- teachers were there when needed
- teachers and administrators were very concerned about the people in the program
- being around with the same students who are in the same grade
- teachers are trying to help you to the best of their ability

In the second question, the students were asked to indicate *what they liked least about the program*. They responded as follows:

- some of my needs were not met by my counselor
- some students did not take this program seriously

- the way they treated the honor class not allowing them to go on field trips
- poor attitudes of some ninth grade students
- poor attitude of some teachers toward the students
- separated from the rest of the students (10)

D. Ninth Grade Administrators' Perceptions of the Program

Four (4) ninth grade administrators commented on twelve (12) different statements dealing with the total program. The statements were grouped into seven (7) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the ninth grade administrators for each item in the category. There were nine (9) open-ended questions for which their opinions were solicited. Respondents indicated that the program was successful in:

- raising students' achievement in reading (50%)
- raising students' achievement in mathematics (100%)
- raising students' achievement in science (75%)
- raising 9th Grade students' awareness of high school requirements (100%)
- developing students' ability to work cooperatively with others (100%)
- encouraging parents to be involved in their child's learning (100%)
- preventing students from dropping out of school (100%)
- helping students to develop worthwhile priorities and attend the school regularly (100%)
- developing self-discipline and responsibility for one's own actions and developing students' ability to work cooperatively with others (100%)

One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to ten (10) of the statements.

Fifty to seventy-five (50% to 75%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to two (2) of the statements.

The mean average of all the positive statements is ninety-four percent (94%).

Open-Ended Questions

In the first question, the Ninth Grade administrators were asked to indicate *how they prepared their staff for the Ninth Grade Restructuring Program*. Their responses follow:

- on-going staff development sessions were utilized to provide information and awareness of the staff

- orientation meeting was held where materials about the program were disseminated and discussed in detail

- teachers, whenever feasible, were involved in workshops and seminars which dealt with the academic and social improvement of the students

- brainstorming sessions were held with all involved teachers periodically to discuss the details and progress of our program

- all teachers met with other members of their specialty areas

In the next question, the Ninth Grade administrators were asked to indicate *the teaching strategies that would be found in the Ninth Grade classrooms in their schools.* They responded as follows:

- cooperative learning and teaming
- student-centered instruction
- direct instruction
- cross-text questions
- writing process
- teaching-learning framework
- buddy system
- sustained reading process
- mastery learning process
- project method
- one-on-one peer sharing

The Ninth Grade administrators were asked to state *if any organizational change(s) occurred in their school as a result of the Ninth Grade Restructuring Program.* They responded as follows:

- organized into smaller units/houses called academic clusters
- block programmed into the same core classes
- block scheduling/placed into homeroom group traveled as a unit for six classes
- utilized the school-within-a-school concept
- team teaching and flexible scheduling
- common periods for all English, mathematics, science and social studies/allowing for team planning and teaching

The Ninth Grade administrators were asked *if they were going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98.* Their responses follow:

- The 1996-97 Action Plan was two-fold
    - a. to indicate and implement programs at the ninth grade level that positively impact achievement, attendance, social development and school retention
    - b. to continue to provide resources and services to the group over the four years of high school
- academic clusters were designed to guide ninth graders over the four years
- during the ninth grade year, the students are sub-divided into one of the three groups for intervention, support and service. The dimensions are based on need and they are:
    - a. Group 1 - students who demonstrate satisfactory achievement but require ongoing monitoring and support to maintain or improve achievement levels
    - b. Group 2 - students who exhibit a pattern of poor attendance, low achievement, and disciplinary problems and are at-risk for failure of dropping out
    - c. Group 3 - students at-risk who might dropout. They exhibit excessive absences, receive F's in all classes and have three or more A/B Code Violations
- continue helping these students over the four years
- they will be given access to tutoring from their present teachers
- they will be invited to assemblies and programs whenever possible
- field trips will be managed for them

The Ninth Grade administrators were asked to state *if they had any concerns about the delivery of instruction of their Ninth Grade teachers.* They responded as follows:

- transforming teaching practices in the classroom
- changing the "mind set" of teachers to accept and use new instructional practices in the classroom
- classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices

- next year must continue to address transforming research into classroom practices
- teachers should be concerned about the "total child"
- instruction should be presented on a creative, informative concept and caring manner

The Ninth Grade administrators were asked to state *the reactions of the following stakeholders about the Ninth Grade Restructuring Program.* Their responses follow:

Students:

- students have demonstrated a positive response to the services provided by the program
- individual attention to the chronic at-risk group has improved their attendance
- students have reacted in a positive fashion to the efforts of our staff
- students developed self-worth and consider the program to be a challenging one

Teachers:

- most teachers view the program as having a positive affect in affective areas
- teachers have been enthusiastic and have applied themselves to the task

Parents:

- some parents have responded positively to the ninth grade activities
- have increased their attendance at PTSA meetings
- some have volunteered to assist in the halls and the lunchroom
- parents seemed pleased with our program
- supportive and pleased with the format and execution of the program

The Ninth Grade administrators were asked to state *the changes that would improve the implementation of the Ninth Grade Restructuring Program.* They responded as follows:

- flexibility to schedule smaller class size for ninth grade classes
- develop a "reading resource lab" to be coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students
- increase time for planning and developing integrated learning materials that facilitate active student-centered learning in the classroom
- personnel must always be interviewed and screened before placed in the program
- full-time social worker should be hired and help the at-risk students with their problems
- special funds need to be made accessible to purchase items in a timely fashion

- attendance agent is most desirable for the program
- improve parental involvement
- common teacher prep period
- improve student attendance
- improve academic performance
- improve male/female mentorship

The Ninth Grade administrators were asked to indicate *what has been the major challenge for them of the Ninth Grade Restructuring Program*. They responded as follows:

- managing time to be an instructional leader within the context of assigned responsibilities
- improving attendance and achievement
- reducing the number of Code of Conduct Violations
- keeping staff on-track with our paradigm shifts away from traditional approaches
- involving parents in the educational process
- getting students to attend and keep them motivated from day-to-day

Finally, the Ninth Grade administrators were asked to state *what have been the challenges with the parental component of the Ninth Grade Restructuring Program*. Their responses follow:

- parental involvement of students experiencing academic, attendance and personal problems
- parental involvement in the education of their children
- parents continue to be very apathetic toward participation and involvement in school activities

NINTH GRADE DATA*

E. 1. Grade Point Averages (1995)

- Schools' grade point average ranged from 1.1 to 1.4
- Area's grade point average is 1.2
- District's grade point average is 1.5

2. Grade Point Averages (1996)

- Schools' grade point average (GPA) average ranged from 1.3 to 2.3
- Area's grade point average is 1.3
- District's grade point average is 1.5

3. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.1 to 2.1
- Area's grade point average is 1.3
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 65% to 89%
- Area's daily attendance average is 72%
- District's daily attendance average is 77%

2. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 67% to 88%
- Area's daily attendance average is 72%
- District's daily attendance average is 77%

3. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 69% to 92%
- Area's daily attendance average is 73%
- District's daily attendance average is 78%

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*The 1995 data (Without the Program) compared to 1996 and1997 data (With the Program).

G. 1. Credit Hours Attempted and Earned (1995)

- Schools' average credit hours attempted ranged from 41.2 to 50.5
- Schools' average credit hours earned ranged from 15.3 to 34.7
- Area's average of credit hours attempted is 47.1
- Area's average of credit hours earned is 29.0
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 30.0 to 55.6
- Schools' average credit hours earned ranged from 17.8 to 37.1
- Area's average credit hours attempted is 51.8
- Area's average credit hours earned is 31.5
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 28.6 to 54.0
- Schools' average credit hours earned ranged from 27.7 to 50.6
- Area's average credit hours attempted is 50.3
- Area's average credit hours earned is 46.7
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. Metropolitan Achievement Test (Reading) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.1 to 7.8
- Area's GME average is 6.7
- District's GME average is 7.6
- National GME average is 9.7

2. Metropolitan Achievement Test (Mathematics) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.5 to 7.0
- Area's GME average is 6.7
- District's GME average is 7.5
- National GME average is 9.7

3. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.8 to 9.4
- Area's GME average is 6.8
- District's GME average is 7.7
- National GME average is 9.7

4. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.7 to 9.4
- Area's GME average is 6.8
- District's GME average is 7.6
- National GME average is 9.7

5. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.6 to 8.3
- Area's GME average is 6.8
- District's GME average is 7.1
- National GME average is 9.7

6. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.7 to 10.8
- Area's GME average is 6.8
- District's GME average is 7.6
- National GME average is 9.7

I. 1. Incoming 9th Grade Students Leaving School* (1995)

- Schools' discontinued average rate ranged from 12.81 to 41.67
- Area's discontinued rate is 17.22
- District's discontinued rate is 18.28

2. Incoming 9th Grade Students Leaving School* (1996)

- Schools' discontinued average rate ranged from 8.51 to 25.00
- Area's discontinued rate is 10.61
- District's discontinued rate is 11.70

3. Incoming 9th Grade Students Leaving School* (1997)

- Schools' discontinued average rate ranged from 4.13 to 8.11
- Area's discontinued rate is 4.89
- District's discontinued rate is 5.14

4. Ninth Grade Students (Repeating Courses) Leaving School* (1995)

- Schools' discontinued average rate ranged from 14.29 to 40.59
- Area's discontinued rate is 31.18
- District's discontinued rate is 42.79

5. Ninth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 14.29 to 40.59
- Area's discontinued rate is 30.61
- District's discontinued rate is 34.12

6. Ninth Grade Students (Repeating Courses) Leaving School* (1997)

- Schools' discontinued average rate ranged from 11.90 to 19.61
- Area's discontinued rate is 17.06
- District's discontinued rate is 16.44

There was an improvement for all 1997 variables over the 1995 school year (Without the Program). The greatest improvement occurred in the credit hours earned from 29.0 to 46.7 and the educational status (students leaving school) which dropped from 17.22 percent in 1995 to4.8 9 percent in 1997.

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*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education.

TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.5 to 2.6
- Area's grade point average is 1.6
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.4 to 2.2
- Area's grade point average is 1.5
- District's grade point average is 1.8

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 68% to 93%
- Area's daily attendance average is 73%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 71% to 87%
- Area's daily attendance average is 74%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 30.0 to 55.3
- Schools' average credit hours earned ranged from 29.3 to 51.8
- Area's average of credit hours attempted is 52.4
- Area's average of credit hours earned is 49.5
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 26.1 to 55.9
- Schools' average credit hours earned ranged from 26.0 to 52.5
- Area's average credit hours attempted is 50.0
- Area's average credit hours earned is 47.4

- District's average credit hours attempted is 53.5
- District's average credit hours earned is 51.4

H. 1. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.4 to 10.4
- Area's GME average is 7.9
- District's GME average is 8.8
- National GME average is 10.7

2. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.7 to 10.8
- Area's GME average is 7.6
- District's GME average is 8.5
- National GME average is 10.7

3. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 7.0 to 9.1
- Area's GME average is 7.9
- District's GME average is 8.9
- National GME average is 10.7

4. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 7.3 to 7.8
- Area's GME average is 7.5
- District's GME average is 8.6
- National GME average is 10.7

I. 1. Incoming 10th Grade Students Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.95% to 7.70%
- Area's discontinued rate is 5.36%
- District's discontinued rate is 3.18%

2. Incoming 10th Grade Students Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.00% to 22.22%
- Area's discontinued rate is 4.67%
- District's discontinued rate is 3.98%

3. Tenth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.00% to 29.17%
- Area's discontinued rate is 19.48%
- District's discontinued rate is 16.22%

4. Tenth Grade Students (Repeating Courses) Leaving School* (1997)

- Schools' discontinued average rate ranged from 3.23% to 18.13%
- Area's discontinued rate is 13.73%
- District's discontinued rate is 15.88%

There was an improvement for only two areas. The attendance increased from 73 percent to 74 percent and the educational status (students leaving school) which dropped from 5.36 percent in 1996 to 4.67 percent in 1997.

Recommendations

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:
    - create a school within-a-school environment
    - expanding the role of a homeroom teacher to include mentor and personal guide;
    - extending class to two periods (block scheduling) to limit the need for students to move from class to class;
    - creating clusters of students who remain together for several classes and thus can offer each other support;
    - creating alternative schools and mini-schools that offer disaffected students compensatory programs and more personalized attention.

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*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education.

- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.

- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:

  - schedule visits to the high schools by small groups of incoming students.

  - assign a high school student to mentor each new student.

  - have a middle school student shadow a high school student to learn what a high school day is like.

  - schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

  - have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

All of the suggestions for easing the transition to ninth grade presented above have been successfully tested in school districts around the country. The experience of these school districts suggests that schools can make a real difference for students by giving special attention to the ninth grade as a pivotal year in a student's education. The experiences in Detroit, as documented in this report, add additional evidence that these approaches can yield success for Grade 9 students.

The following recommendations were made based on interviews with administrators and teachers and the surveys which solicited information regarding the program from principals, ninth grade administrators, teachers and students.

- All the ninth grade administrators indicated a district wide forum - such as a day-long conference - where they could get together to discuss, disseminate and critique and/or study options for improving the success of the ninth grade restructuring initiative.

- In order for a school to be successful in carrying out their goals for restructuring, all personnel should be in place on time.

- Almost all of the administrators interviewed indicated they would like to have a school within-a-school concept. Although some of them indicated they have space problems, they should try to solve them so that all ninth grade students can be scheduled on one floor or a certain part of the building.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor should be added to the program to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructions strategies (student-centered, and active participation) improved student learning and retention. In-service should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changes.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

1996-97 NINTH GRADE RESTRUCTURING PROGRAM

BACKGROUND INFORMATION[1]

The Ninth Grade Restructuring Task Force recommended to the Detroit Board of Education that a district-wide restructuring plan be initiated that would have impact on every ninth grade student in the District. The unique characteristics of the age group, the typical difficulties with all transition, and the high failure rate in certain key subjects prompted the recommendation that all members of this target population be exposed to at least one of three recommended restructuring options.

The purpose for this district-wide restructuring effort is to enable the provision of programs, resources and services that more readily meet the unique needs of ninth graders. The anticipated results include a substantially lower school dropout rate for the District's ninth graders and assurance that every student who enters the ninth grade graduates from high school.

The specific Task Force recommendations to the Board were as follows:
The District adopt, by the 1995-96 school year, all of the following options which provide more than one avenue for restructuring the ninth grade:

- **Pilot ninth grade in middle schools**
- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech Prep, etc.)**
- **Establish ninth grade academies for students who are seriously at-risk of dropping out**

Upon accepting the Task Force's recommendations, the Board enjoined each Area to adopt either some or all of the reorganization strategies and to commence immediately with the formulation of implementation plans for restructuring.

The Ninth Grade Restructuring Task Force developed a set of **Guiding Principles** to lend direction to the development of Area plans and assure that they impact all ninth graders. The Task Force recommended all Area plans be developed in the spirit of the Guiding Principles regardless of the chosen option(s). A timeline for the completion of all plans was also determined.

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[1] Ninth Grade Restructuring Task Force, Spring, 1995

The Guiding Principles included the following categories that were to be addressed in the Areas' restructuring plans:

- target population
- school environment
- student discipline
- staff and instruction
- curriculum
- parents
- life role expectancy
- technology
- physical and mental health and
- continuance

The Task Force was also sub-divided into **Technical Assistance Teams** that would stand ready throughout the development of the Area restructuring plans to troubleshoot, provide resources and assistance. These teams were as follows:

- funding
- planning program design
- support services
- parental involvement
- awareness and dissemination
- curriculum/technology
- staff development and
- evaluation

The membership of the Technical Assistance Teams was expanded to include other individuals in the organization who could lend additional expertise and information. In particular, the ***Funding Team*** explored funding options and identified those areas in the recommendations that could be addressed with Section 31a at-risk funds. High schools then utilized their school improvement plans to identify uses for Section 31a funds to address at-risk ninth grade students. Each high school was to receive a Section 31a allocation to help implement part of their ninth grade restructuring plan.

In response to the Board's charge, each Area convened a planning team to undertake the task of developing a ninth grade restructuring plan.

The **target population** was defined by the Task Force to include all ninth graders and/or "students who are fourteen or more years of age who are classified as ninth graders or less."

While the planning logistics varied somewhat from Area to Area, the common charge from the Board, commonly agreed upon process criteria and goals, yielded a set of Area plans that together represent a cohesive, **District-wide Ninth Grade Restructuring Plan**.

Detroit's Ensuing Ninth Grade Restructuring Plan (1996-97)

While three restructuring options were possible, all Areas chose the same option:

- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech. Prep., etc.)**

Formation of Planning Teams

Each Area convened a meeting with representatives from each of its high schools to participate in the planning. Some areas included middle school representation, parents, vocational technical centers and other stakeholders.

Formation of Mission, Vision and Goals

Based on the District's Strategic Plan, each Area developed a mission statement. The mission statements were supported by vision and goal statements that clearly set directions to the components of the plans. All plans contained specific enabling objectives or activities that would be carried out in order to achieve the stated goals.

Identification and Assessment

All plans contained provision for the **identification** of members of the target population who are **most at-risk** of dropping out of school and most in need of intervention programs and activities, particularly before they enter high school.

Identification included eighth grade assessment of students who were to enter Grade 9 in fall, 1996. All plans included the development of **Individual Learning Plans (ILP)** for students based on the results of this assessment.

Restructuring Strategies

All plans detailed specific restructuring strategies for more readily meeting the unique needs of the target population. The plans reflected the review of literature, informed practice and developed knowledge about instructional practices and restructuring models.

Restructuring efforts are to range from creating a distinct school-within-a-school, to facilitating block scheduling, common teacher prep periods and planning time, from distinct dismissal and arrival times, to separate locations, reorganization of course offerings and smaller learning units.

Curriculum is to be augmented to include Tech Prep and School-to-Work components such as job shadowing, hands on, practicums, etc.

All new ninth graders are to be exposed to an intensive orientation prior to entering ninth grade or during the first few weeks of school.

Support Services

The middle school and ninth grade assessment instruments also provide information as to the type of support services necessary to accomplish the missions and goals as defined. All plans contain an array of options and support services ranging from mentors, tutorial programs, and peer support programs, to career counseling, social work services, health services, etc.

Parents

Avenues for the meaningful involvement, support and participation of parents are an intricate part of each plan.

Identification of Staff Requirements

All plans contain reorganization descriptions that address the need to provide the target population with sufficient, well-trained teachers and other support staff. Nearly all high schools added one additional assistant principal whose sole administrative responsibility will be the ninth grade school-within-a-school.

All high schools articulated the need for additional teachers. Some added social workers, counselors, psychiatrists, attendance officers, teacher coordinators, instructional specialists, educational technicians and others.

Staff at all schools participated in professional development and other training as identified by individual planning teams. Most staff training will focus on upgrading the instructional skills of staff. Many plans include training that will equip all involved staff with strategies and information that will enable them to become effective, knowledgeable and caring adults.

Identification of Renovations or Facility Needs

Some plans include the renovation of certain areas of buildings to accommodate the school-within-a-school and smaller learning units. All plans include the provision to infuse technology into the learning process which automatically will require facility renovations and upgrades.

Technology

Many plans include extensive utilization of technology ranging from personal computers for each student to enable distance learning and other computer assisted activities, to technology wings that will facilitate hands on experiences in technology careers as well as daily learning.

All plans include provision for Vocational and Technical Education as well as experiences that will relate education to the real world of work. Such programs as School-to-Work and Tech Prep are integral parts of some plans.

Evaluation and Assessment

All plans use the student achievement criteria articulated in the Strategic Plan. The goals for MAT, attendance, dropout rate, etc., set forth in this document will be a part of all evaluations.

Leadership

All plans are under the leadership of the respective Area Superintendents who are to assure that implementation efforts address the goal to maintain ninth grade students in school until graduation.

Allowable Costs

Costs payable with Section 31a funds are limited to the following:

- salaries and benefits for instructional staff
- salaries and benefits for staff providing direct non-instructional services such as: medical, counseling, social work services
- purchased services, supplies and materials for instructional and direct non-instructional services
- operation, maintenance, and pupil transportation costs for programs provided outside of the regular school day or year; (transportation for field trips is allowable.)

- capital outlay necessary for the provision of instructional and direct non-instructional services such as computers and other non-instructional equipment
- procedures for involving parents in direct instructional and non-instructional activities with their children

The following pages present a review of the literature related to school restructuring at the high school level. After the literature review, an evaluation of the 1995-96 Ninth Grade Restructuring Program based on staff and student perceptions is presented. This report represents just one part of the total project evaluation. Additional reports in this series are available from the Office of Research, Evaluation and Testing.

LITERATURE REVIEW[2]

A literature review was conducted as part of the 1996-97 Ninth Grade Restructuring Program evaluation. The purpose of the literature review is to identify characteristics of effective dropout prevention programs. The Literature Review appears in the Appendix L.

PURPOSE OF EVALUATION

The emphasis currently being placed on the development of dropout prevention programs for young people and the concomitant installation of such programs in schools, makes it crucial for educators to examine the effects of such programs. Examination must be made of such variables as the time spent on the program, net effects on grade point averages, attendance, test scores, and other in-school academic and non-academic behaviors. As with all programs in the early stages of implementation, process data, such as the perceptions held by the various interest groups of the program, are crucial. Such perceptions often assist in making program adjustments and often provide telling data about the program. Results of this evaluation are to be used by central, area and school staff members for purpose of program planning.

METHODOLOGY

Process Evaluation

The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals, the teaching staff, and students. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the project evaluator.

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[2] See Bibliography Sources in Appendix L. ERIC search abstracts were used for some of the data.

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Product Evaluation

Data on grade point averages, attendance, credit hours, academic achievement and dropouts were collected for 1994-95, 1995-96 and 1996-97 ninth grade students and 1995-96 and 1996-97 tenth grade students. Post data for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1995, 1996 and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

PRESENTATION AND ANALYSIS OF PROCESS DATA

AREA B. PRINCIPALS' PERCEPTIONS OF THE PROGRAM

There were two (2) surveys returned by the principals who were involved in the 1996-97 School Restructuring Program. They rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which their opinions were solicited.

TABLE 1
PRINCIPALS' SURVEY OF THE 1996-97
NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
The Ninth Grade Restructuring Program was successful in:				
a.	raising students' achievement in reading.	2	2	100%
b.	raising students' achievement in mathematics.	2	2	100
c.	raising students' achievement in science.	2	2	100
d.	raising incoming 9th Grade students' awareness of high school requirements.	2	2	100
e.	raising students' awareness of high expectations.	2	2	100
f.	developing self-discipline and responsibility for one's own actions and accomplishments.	2	2	100
g.	developing students' ability to work cooperatively with others.	2	2	100
h.	encouraging parents to be involved in their child's learning.	2	2	100
i.	helping students attend school regularly.	2	2	100
j.	helping students develop worthwhile priorities.	2	2	100
k.	developing students' ability to work independently.	2	2	100
l.	preventing students from dropping out of school.	2	2	100

One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to all of the statements.

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Mean average of the statements "Agreed" or "Strongly Agreed" is one hundred percent (100%)

Open-Ended Questions

The principals were asked, ***how did you prepare your staff for the Ninth Grade Restructuring Program?*** **They responded as follows:**

> "The Mackenzie Ninth Grade Restructuring Plan was explained in detail to all Mackenzie personnel at a general staff meeting. Materials were given to staff which explained the philosophy and thrust of our program and the Superintendent's Report, which fully discussed the rationale and need for such a plan with all its statistical implications."

> "Prior to the end of the 1996-97 academic school year, an 'Open House' was scheduled for the parents and students of the feeder schools. Information regarding the program was distributed at this time. During the beginning of 1996-97 academic year students were orientated into the program through an assembly as well as reinforcement by classroom teachers."

In the next question the principals were asked, ***what teaching strategies would you find in Ninth Grade classrooms in your school?*** **They responded as follows:**

> "Cooperative learning, direct instruction, cross-text questions, spiral approach, writing process, quick-writes, graphic organizers, KWL, SQP3r, QAR, manipulatives, story maps, teaching-learning framework, buddy system, sustained reading process, HSPT thematic units, peer editing, real life modeling, mastery learning approach, project method, role-playing, transitional objects (recall and write specific descriptions of experiences from the past) brainstorming, and one-on-one peer sharing."

> "The major teaching strategy used in the ninth grade classroom is cooperative learning. Trying to perfect this strategy, various forms of cooperative learning were used. That is, team planning, execution and decision making."

Principals were asked, ***"did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?"*** **Their responses follow:**

> "In order to give our students enough time to adjust to the rigors, size, and freedom of high school, we have adopted the school-within-a-school organization scheme which attempts to mirror the middle school environment for our ninth graders. As part of this scheme, we have made use of block scheduling, which means essentially that ninth grade students are placed, according to their curriculum pathways, in a homeroom group which travels together to six classes. (Students with a special need may, of course, be programmed out of the block for a period or two.)

"Yes, the organizational change occurred for our first group, Class of 1999 by implementing block scheduling their 10th grade year. The ninth grade changed from the 'house concept' to a 'departmental concept.' Team teaching occurred between math and science, English and computer literacy."

The principals were asked, *are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?* Their responses follow:

"The ninth grade assistant principal will include tenth graders in every activity which is planned for ninth graders whenever it is feasible and practical. That is, for example, tenth graders will be invited on field trips, assemblies and all extracurricular events and programs which normally would be set aside only for ninth graders. Furthermore, ninth grade teachers and others will be available for tutoring and counseling with our tenth grade."

"Yes, the tenth grade students will have an opportunity to chose a curriculum plan. That is, block scheduling, business curriculum, etc."

Principals were asked, *what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?* Their responses follow:

"The only concern I have about the delivery of instruction is that it is my fond hope that teachers will continue to make use of the extensive body of research which is available to them and therefore they will continue to provide new and different modes of instruction which will significantly impact the achievement level and test scores of our students. We will continue to remind teachers that many students have different learning styles and teachers must vary their teaching methods to accommodate these individual differences. All teachers will teach to mastery."

"The major concern is to make sure that the teaching staff allows the students to be responsible for their learning. Teachers should allow students to serve as the trainers as well as learners and teaching staff serve as facilitators."

The principals were asked, *what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?* They responded as follows:

a. students:

"Students have responded in a positive fashion to our program."

"Interesting, challenging, structured and worthwhile."

b. teachers:

"Most teachers who work with our ninth graders are pleased with our efforts and are enthusiastic about our chances for success."

"A new innovative concept requiring direction, structure and improving academic success."

c. parents:

"Parents that we have come into contact have been highly supportive."

"Very pleased and supportive of the program. Allowing students the final nurturing component of completing middle school and entering high school."

In the next question, the principals were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* They responded as follows:

- "city-wide scheduled meetings for ninth grade administrators
- parental workshops
- more funds
- more personnel in specialized areas
- regular Area meetings of ninth grade assistant principals and teachers."

- "improved parental involvement
- additional teacher team planning
- common pre period for teaching staff
- improved self-discipline of students
- improved student attendance
- male/female mentorship."

Principals were asked, *for you, what have been the major challenges of the Ninth Grade Restructuring Program?* Their responses follow:

"The major challenge of the ninth grade program is the problem of trying to convince students, at a very important social developmental time of their lives, that their attendance and achievement in high school must be their primary responsibility and focal point. That is, they must learn or continue to attend school regularly and they must be serious about the business of learning."

> "The major challenges of the program include: 1) additional parental involvement, 2) improving academic achievement, 3) improving student self-concept and self-esteem, and 4) developing a positive, caring 'self-worth' attitude."

Finally, the principals were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* They responded as follows:

> "The amount of parental participation we have experienced is still far below what we need to maximize our efforts. The challenge here is simply, 'how do we get more parents to be involved in the education of their children and the activities of our school?' Yet, we have seen an increase in the number of parents who attend parent teacher conferences and our L.S.C.O. has been quite helpful, whenever called upon, in planning activities and providing support for events."

> "Due to the changing 'value system' of some of our parents, it has been difficult trying to communicate with students in need of 'additional help'.... emotionally, academically and socially. Yet, the involvement of supportive parents has been encouraging, enlightening and overall appreciative."

AREA B. TEACHERS' PERCEPTIONS OF THE PROGRAM

Table 2 shows that there were thirty-eight (38) surveys returned by the teachers who taught in the 1996-97 Ninth Grade Restructuring Program. They rated nineteen (19) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also seven (7) open-ended questions for which their opinions were solicited.

TABLE 2
TEACHERS' PERCEPTIONS
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM

Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
1. I received sufficient information about the Ninth Grade Restructuring Program.	38	37	97%
2. Teachers in this school seem to feel that they received sufficient information for the implementation of the Ninth Grade Restructuring Program.	38	33	87
3. The Ninth Grade Restructuring Program was successful in:			
a. raising students' achievement in reading.	38	32	84
b. raising students' achievement in mathematics.	38	31	82
c. raising students' achievement in science.	38	36	95
d. raising students' awareness of high school requirements.	38	36	95
e. raising students' awareness of high school expectations.	38	38	100
f. developing students' ability to work independently.	38	31	82
g. developing students' ability to work cooperatively with others.	38	34	90

TABLE 2 (Cont'd)
TEACHERS' PERCEPTIONS
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Positive	Percent of Positive Responses
	h. developing self-discipline and responsibility for one's own actions and accomplishments.	38	31	82%
	i. encouraging parents to be involved in their child's learning.	38	34	90
	j. helping students develop worth-while priorities.	38	31	82
	k. helping students to attend school regularly.	38	33	87
	l. preventing students from dropping out of school.	38	36	95
4.	I feel that Ninth Grade Restructuring Program will result in improved achievement.	38	37	97
5.	Teachers feel that Ninth Grade Restructuring Program will result in improved achievement.	38	33	87
6.	I am supportive of the Ninth Grade Restructuring Program.	38	38	100
7.	Teachers in the building seem to be supportive of the Ninth Grade Restructuring Program.	38	36	95
8.	Parents received sufficient advance notification about the Ninth Grade Restructuring Program.	38	30	79

Ninety to one hundred percent (90% to 100%) of the teachers "Agreed" or "Strongly Agreed" to ten (10) of the statements.

Seventy-nine to eighty-seven percent (79% to 87%) of the teachers "Agreed" or "Strongly Agreed" to the other nine (9) statements.

The mean average of all students "Strongly Agreed" or "Agreed" is ninety percent (90%).

Open-Ended Questions

The teachers were asked, ***what teaching strategies would I find in Ninth Grade classrooms in your school?*** **They responded as follows:**

> "Equipment/materials would greatly expand the teaching strategies."
>
> "I emphasize reading comprehension and writing skills, complete sentences and paragraph composition."
>
> "Cooperative learning is used mostly in my class."
>
> "One teaching strategy that can be found is applying mathematics problems to real-world situations. Another is cooperative learning."
>
> - Cooperative learning
> - SQ3R
> - Team approach
> - Student center instruction
>
> "Cooperative learning, group projects, group presentation, peer reaching, direct instruction."
>
> "Cooperative learning and peer-sharing."
>
> "Most lessons are taught using cooperative learning."
>
> "Student teaching, cooperative learning, exploration, scientific investigation and dissection."
>
> "Cooperative learning was used while we read a novel."
>
> "Cooperative learning: you would find students helping each other to learn."
>
> "Cooperative learning"
>
> "We were involved in many methods of instruction, such as, cooperative learning, exploration, peer tutoring, and 'teacher for a day.'"
>
> "Co-op groups, hands-on activities, labs, peer teaching and projects."

"I taught organizational skills class. I felt that preparing the students to their new environment along with test taking skills, study skills, classroom/hall decorum. In the classroom cooperative activities and learning centers were developed to continue to motivate and stimulate learning."

"We do a lot of group work in class. Students cooperatively determine themes in literature, and then work individually with writing. Reading is also done in groups."

"Individual teachers have implemented diverse teaching strategies within their classrooms. At any given time, or any given day, an interested observer could find teachers utilizing cooperative learning most frequently."

"Cooperative learning at times to improve student understanding of a certain objective."

"One of the most frequently used strategies is the Cooperative/Collaborative Learning technique. This has helped many of our 'shy' students because they are not afraid of making mistakes in front of their peers in small groups."

In the next question the teachers were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

"Ninth graders kept with 9th graders - classes blocked through the same teachers."

"Our ninth grade students were organized into clusters with common academic teachers. This allowed us to collaborate with other teachers who shared students in common."

"Black scheduling based on curriculum."

"Ninth grade scheduled in blocks. My students were in the business block."

"Block scheduling - 9th graders were divided into 3-4 cluster groups and would have common teachers in each cluster."

"Block scheduling and team teaching."

"Block scheduling and common preps for teachers."

"Block scheduling - good for freshmen; also, teachers shared lesson planning."

"Block scheduling, team teaching and attendance office."

"Block scheduling and flexible schedules."

"By not having the ninth graders mixed with other grade levels, they are adapting much better to high school life."

"We started working in clusters."

"Block scheduling and team teaching."

"We presently have block classes and an excellent Ninth Grade Restructuring Program in place."

"Team teaching"

"At the onset of the Ninth Grade Restructuring Program, teachers were given common preparation periods during which time the appropriate staff members would consult with one another."

"We began the program with the 'House Concept,' which would have allowed 'Core' teachers to have a common prep. Due to cutbacks, this concept was discontinued, but whenever possible teachers do share their ideas and strategies."

Teachers were asked, *what, if any, are your major concerns about the delivery of instruction to your Grade 9 students?* Their responses follow:

"Lack of 'hands-on' materials for 'hands-on' instruction. Each teacher should be provided a small annual budget for materials - equipment - labs."

"Reading skills is my area of major concern. Our ninth grade students lack proper reading skills. This lack of competency translates into frustration, confusion and withdrawal."

"Having multiple technical software."

"Students have difficult time in vocabulary and comprehension of written material. They also need extensive work in geographical skills and concepts."

"I'm still very concerned about student attendance."

"The concern is with me - continuing to improve my teaching techniques and instructional delivery."

"I believe that the class size is too big. It is definitely bigger than we were told to expect."

"In classes of 30-35 students, my concern is whether I'm reaching most of the students in preparing them for the next level."

"Students' basic skills are below grade level."

"Students' reading and not performing on grade level."

"The delivery of instruction should be more elementary and not complicated."

"I think we're doing a great job."

"Gender based courses are helpful. Separating the students by sex in major courses help the new students to stay focused on the subject taught. Due to lack of funding, we were unable to continue."

"I would like to see students and parents more involved in improving student achievement. Additionally, I think that working in concert with feeder middle school teachers would allow us to assess student deficiencies more accurately."

"My concerns lie in the fact that some of our ninth grade teachers do not have their students best interest at heart. At times, very little sincere teaching is done and students are left to do as they wish."

The teachers were asked, *what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?* Their responses follow:

a. students:

Positive (2)

"Supportive"

"Like the program - especially block scheduling."

Good program (4)

"Students have enjoyed, and benefited to a great extent, from the Ninth Grade Restructuring Program."

"Positive reactions - students in some cluster study together (after school and during school)."

"Students complain, but seemed relieved to not have to deal constantly with upper classmen."

"They like being among their own peers."

"Positive - the students feel as if they belong in high school by staying together from class-to-class."

"Students feel good about themselves and achievements."

"Motivated to learn, they also developed a sense of loyalty among them."

"Students like the grouping of the 9th graders."

"Students have mixed emotions. Some feel as if they are still in middle school."

"Many like the attention, others would like to be apart (socially)."

"Generally students don't like being isolated in a special area."

"They do not have any complaints as far as I know. Other than not being allowed to go over the whole building."

"Students enjoy the program so much that many want their teachers to move to 10th grade with them."

"Students have mixed feelings."

"Students were apprehensive at first."

"Most of the students like the program. Those who do not like the program say that they are being cut-off from the school."

"Students enjoy the 'special' attention."

"Students feel more like a family, a place where they are expected to do their best, and can get help from many involved adults."

b. teachers:

"Positive"

"Supportive"

"Teachers have been lukewarm in their appraisal of the program. I, however, am more optimistic."

"Vague awareness of other 9th grade teachers in building."

"From my perception, the teachers in the upper grades seem to think the program works."

"Teaching staff seem to enjoy and support the program."

Good program (2)

"You can simplify your instructions."

"Positive - students are learning to work together (collaboratively)."

"Teachers' acceptance of ninth grade program - they are happy with the enthusiasm of students."

"Love it, this group was motivated. It was a job to work with these students. Also their expectation for learning was high and met."

"Teachers enjoy the innovativeness of the program."

"Teachers continue to focus on how to help students 'want to learn,' to learn and to be proud of who they are."

"Supportive of the program."

"Most teachers really like it."

c. parents:

"Positive"

"Supportive"

"This is the group that has not participated in any significant way. Very poor parent-teacher conference attendance. Less than overwhelming response to home contacts (program report and phone)."

"Positive reactions - but need more parental involvement."

"Parents seem supportive."

"Parents seem to support program."

"They like the program because the students are constantly being monitored."

"Positive - children still have a one-one rapport with teachers. Transition from middle school to high school was good using this program."

"Appreciate the advantages this program gave the student."

"Parents also enjoy the special attention that is given to students."

"All parents that I had the opportunity to speak with are positive and pleased."

"Supportive of the program."

d. administrators:

"Positive and supportive of the program."

"High marks to Dr. Virginia Clay for her leadership of our program."

"Administrators are very supportive."

"Administrators seem to support program."

Good program (2)

"There has been a decrease in ninth grade dropout."

"Positive - the program is retaining students from dropping out of school."

"Developed a great rapport with these students. Lesser discipline problems."

"Administrators enjoy (I assume) the chance to implement new strategies and methods. Our administrator is very open to trying new alternative methods."

"Administrators are positive and pleased."

"Supportive of the program."

Teachers were asked, ***what changes would improve the implementation of the Ninth Grade Restructuring Program?*** **Their responses follow:**

"All 9th grade classes should be on the same floor/same wing - all 9th graders should eat the same lunch. Many 'upper classmen' are the worst of role models."

"The program needs to continue because of the genuine need which created the program. Lower class size would be helpful. Less duties for the ninth grade assistant principal so that he/she could concentrate her efforts on behalf of the ninth graders."

"More workshops in teaching ninth grade students."

"More parent involvement, and organized communications among ninth grade staff."

"Smaller class sizes - this enables more personal interaction with students."

"More orientation in middle school."

"Workshops (teachers and parents) motivational speakers."

"Regular assemblies and computer in each classroom."

"Smaller classes; schedule academically slow students in care A.M. classes; Practical Life Skills (career) speaker bi-weekly either in classroom or auditorium assembly."

"Smaller class size, remedial classes, failures should repeat the course until they have passed it or mastered the objective."

"I like it the way it is."

"Money for field trips to help expose the student to many cultural events and educational exhibits. Develop city wide self-esteem workshops for all ninth graders."

"Smaller class loads - to develop relationship of a mentor type to have more time to discuss concerns and issues that concern the students."

"Providing staff and students with some hands-on methods to generate more staff and student interest in daily lesson plans."

"We would like to reach more parents to have an active role at school."

"If the 'dead weight' could be eliminated and if parents supported their children and the program more, the program which is good, would be even better."

The teachers were asked, *for you, what have been the major challenges of the Ninth Grade Restructuring Program?* They responded as follows:

"Lack of inter-staff communication - understanding what's expected - when - why."

"Large class size, student behavior, reading abilities, parental involvement."

Method to use to improve attendance. (2)

"Assisting students in their transition from middle school to high school - in terms of discipline and responsibility (bringing appropriate supplies to class every day)."

"One of the major challenges I face is being about to answer the question of how we (educators) lose these students after elementary school. What is the difference in our attitudes?"

"Establishing a learning foundation."

"Thirty-five students in each class."

"Correlating thematic materials in keeping with the MAT7 and HSPT skills."

"Parental support"

"Disciplinary problems"

"Adjusting to ninth grade antics and eagerness. I had to be a teacher and a mentor."

"Continue providing interesting and challenging lessons to this group."

"A small group of the ninth graders had to be closely monitored for attendance. The maturity level of these students was very low."

"Major challenges have been keeping students motivated, trying to maintain high expectations for students, allowing for the existence of various reading level in the classroom and planning lessons accordingly."

"The one challenge of mine was getting acclimated to all ninth graders and their needs and behavior patterns after having taught upperclassmen for so many years."

In the next question the teachers were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* They responded as follows:

"Greater parental involvement would help. Non-attendance at parent/teacher conferences, is a challenge. Room based conferences with display of student work might spark some interest."

"Poor response to progress report and phone contacts."

"Not representing student in parent/teacher conferences."

"Don't support students. Don't come to conferences."

"Not many parents attended functions that were designed especially for them - to understand the Ninth Grade Restructuring Program did meet teachers."

"Why do the parent lose interest in their student? In elementary, parents come to every conference and each event, what can we do (as a staff) to once again interest these parents?"

Not enough participation. (4)

"The parents seem to be taking a greater interest. Involvement has increased at LSCO meetings and parent/teacher conferences."

"Getting the parents to commit to mentoring, hall monitors, lunch attendants or just to attend LSC0 meetings."

"Our parents have not shown much involvement in our school."

"The major problem here is the lack of parental support. Everything is left to the teachers to implement, and when there is a problem of any kind, the teachers are to blame."

"Parents are not coming out to support their children. We would like to do more with them but they will not come."

"Parents need to monitor the program, also they need to be more active. Basically they need to become pro-school."

"Supportive over the telephone, but would very much like more visibility and concern and attention to the needs of their changing children. More parental guidance is needed in their life at school."

"Parents should be contacted on a daily basis about student absences."

"Most of the parents are not involved in their child's life. Therefore, it's difficult to talk to the child."

"I cannot really comment in any specific challenges related to parents. However, I must say that it would help if parents had more invested in the academic progress of our students. It has been proven that parents get more involved in their student's school when they sense that their lives can also be affected by the achievement of their children."

AREA B. STUDENTS' PERCEPTIONS OF THE PROGRAM

There were one hundred thirty-eight (138) surveys returned by the students who were enrolled in the 1996-97 Ninth Grade Restructuring Program. They rated twenty (20) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also two (2) open-ended questions for which their opinions were solicited.

TABLE 3
STUDENTS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

		Statements	Number of Responses Total	Positive	Percent of Positive Responses
1.	The Ninth Grade Restructuring Program has helped my classmates to:				
	a.	get along with other students.	138	130	94%
	b.	get along better with adults.	138	106	77
	c.	feel better about themselves.	138	126	91
	d.	feel better about school.	138	125	91
	e.	improve their attitudes toward learning.	138	120	87
	f.	develop better self-discipline.	138	113	82
	g.	improve their work habits.	138	126	91
	h.	improve their reading skills.	138	129	93
	i.	improve their math skills.	138	129	93
	j.	improve their science skills.	138	125	91
	k.	attend school regularly.	138	112	81
	l.	improve their ability to work cooperatively with others.	138	119	86
	m.	to complete assigned tasks.	138	119	86
	n.	to raise their awareness of high school requirements.	138	119	86

TABLE 3 (Cont'd)

STUDENTS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
2.	I am satisfied with the services I have received from the program.	138	126	91%
3.	The teachers of this program appeared to be sincerely concerned about me.	138	118	86
4.	I was given homework daily in most of my classes.	138	125	91
5.	I received help from my teachers when I was having problems with my class work.	138	118	86
6.	The services offered by the counselor have been very helpful.	138	118	86
7.	The administrators of this program appeared to be sincerely concerned about me.	138	118	86

Eighty-six to ninety-four percent (86% to 94%) of the students "Agreed" or "Strongly Agreed" to seventeen (17) of the statements.

Seventy-seven to eighty-two percent (77% to 82%) of the students "Agreed" or "Strongly Agreed" to the other three (3) statements.

The mean average of the statements "Agreed" or "Strongly Agreed" is eighty-eight percent (88%).

Open-Ended Questions

In the first question, the students were asked to indicate what they liked best about the program. **They responded as follows:**

> "This program brought the best out of me. It gave me confidence about myself and increased my work habits and better study habits."

"The school has activities, field trips and assemblies every other day, cooking shop, band, football game every Friday. Most of all, I like winter and spring concerts and the 1997 graduation."

"It has helped me to work hard to solve more problems on my own and to do all that is required of me."

"I wasn't rushed into a class with upper classmen that probably were ahead of me."

"It gave me more experience. This program is excellent for the class of 2,000. It also prepared me for higher level classes, even HSPT."

"What I like best about this program were the togetherness of the students and teachers. Everyone supported everyone else this year. I can sincerely say this year was fabulous."

"I like the program because it helps me get along with people better and it also prepared me for my future."

"I liked the way the ninth grade teachers just made the ninth grade students feel more comfortable and welcomed."

"The best thing I like about this program is that it gave me a head start on my high school career and a new outlook on education."

"I am in a class where I can get a long with most of them and they are helpful towards me."

"It gave me a head start on my math and science class. It gave me a boost to a higher level than I am required to be in."

"I like the fact that when you go from class to class, classmates have the same room, so you can not get lost."

"The fact that I can have tenth grade credits in the ninth grade. How I can make my self feel better when I do my work and achieve my goals by getting a head start."

"I liked everything about this program. This program has prepared me for up coming grades. Without this program I would have been lost."

"In my opinion, the best opportunity in this program is the ability to socially interact with other peers along my age group; cooperative learning."

"It helps us get to know the school better by placing us in our own part of the building so we don't get confused."

"Some of the teachers are very nice and students are okay."

"The things that I like best about this program is the good relationship the staff members have with the students. Also it has helped me improve my grades."

"It helped students work cooperatively with each other and helped students feel like getting more work done to pass."

"The program put us in an environment where we were comfortable and didn't feel like the new kids on the block."

"Almost everyone was very nice and helpful to me and others."

"The thing I liked best is how the program was set up for ninth grade to be with ninth grade students. I never had a problem with an older student in the program."

"I like best about this program was that the teachers were there when needed."

"It was a fun program. I saw all of my old friends."

"The program appeared to be sincerely concerned about me."

"The thing I like about this program is that you don't have to go that far in order to get to your next class."

"The teachers and administrators were very concerned about the people in the program."

"What I liked most about this program was being mostly around the same students who are in the same grade as I am."

"The program has helped some kids with the science skills."

"The teachers and staff try to help you to the best of their ability until you understand."

"Personally I really like the program because its good for the ninth graders in some ways."

"What I liked most about this program is how the counselors always were on you."

"I like best about this program is that there a lot of problems with older students that like to pick on younger students and the program seems to help."

"This program let students get to their classes a lot faster."

"The things I liked about this program was the opportunity to give us ninth graders to get adjusted to what it feels like to be in high school."

"What I liked best about this program is that I was surrounded by people of my own grade level."

"I like the teachers and the counselors that tried to help us to the best of their ability."

"What I like best about this program is that you are in a smaller class, and the teacher can help me individually."

"What I liked about this program is that the teachers have patience and are willing to spend extra-time helping their students."

"The counselors and some of the teachers truly show a concern and try to help you. Sometimes, if necessary, they will tighten up on you to make sure you get the job done."

"I learned more here than I did at any other school."

"What I liked about the program is they take us on trips. I have never rode a train before and they gave me the opportunity to ride a train. It was fun."

"The help I received, some of the new friends I met, and most of all, the teachers."

"What I liked best were of my teachers because they helped me accomplish things that I didn't know."

"What I like best about this staying out of trouble and going on trips."

"The best thing I liked about this program are the teachers because they explain better and I got a better understanding."

"It gave me a chance to get a long with my people and teachers. My counselor was very helpful."

In the second question, the students were asked to indicate what they liked least about the program. **Some of their comments follow:**

"That ninth grade students acted up in the auditorium when we had a program going on."

"Some of my needs were not met by my counselor."

"I did not like how some students did not take this program seriously to stay in school and learn."

"There is really nothing I do not like about the program. If I had to say one, I would say that it does not have enough hours."

"This program was very beneficial to our students and some of them don't appreciate it."

"I did not dislike really anything about this program except the way they treated the honor class because they did not get to go on trips."

"The travel with the same students to every class, they don't care, and attitudes from some of my teachers."

"I got tired of seeing the same people after a while, I got use to it."

"There is nothing wrong with the program."

"There was nothing that I didn't like about this program. This is a great program that I think will help many a lost ninth grader."

"What I least liked about the program is that we were transferred to the Cody side that I didn't like but I'll be there in September so I have nothing to worry about."

"The one and only factor that I didn't like about this program are the attitudes many ninth graders have when they are told that they cannot take a class that is required in the tenth grade."

"The staff tried to divide the ninth graders from the rest of the school."

"What I like least about this program is the bad attitudes some teachers have toward the students."

"I didn't like that we had to come early and leave late. I also didn't like the long class hour."

"The size of our ninth grade auditorium, especially when all ninth grade classes had to be in there at once."

"Being on one side of the building away from all of the upperclassmen."

"What I liked least about the program is the fact that they basically locked us up in the Everett building, and most of the ninth graders didn't have any classes in the Cody area."

"My math teacher didn't teach me anything I think he should have done better, and the fact that we never went on any trips, nor did we do a lot of activities."

"What I didn't like about this program is how the school reacted to us, like we were kids."

"Quizzes, too much homework. There is no such thing as too much school work, but they give us homework daily."

"What I liked least about this program was how I still felt like I was in middle school so it will be like I am a freshman all over again next year when I am in tenth grade."

"We were separated from the Cody side. Some of us felt left out from the other teens."

"I didn't like the way they separated us from all the other students in higher grades and I didn't like the way they treated us like the middle school kids."

"The one thing I don't like is the separation. I hate the way they close us in on one side of the building. We can't even get a chance to meet the other kids and the rest of the staff. How are we suppose to get familiar with the Cody side of the building. You see you all are complaining that if we are on the other side we might skip school or drop out, that doesn't matter because ninth grade students are skipping school and dropping out, so what's the difference any way?"

"I didn't like when they ask, 'Do I receive help from my teachers', I disagree because teachers don't always help."

"What I like least about this program is that they separate the ninth grade from everybody else and when you get over there with the others during all passing the ninth graders act like some wild animals, and they always get into some kind of trouble."

"I like least about this program is that I know a lot of 10th, 11th, and 12th graders and I don't get to see them that much because of the program."

"We are separated from the other students. It makes some students feel bad and make them skip everyday."

"I hated the fact that they treated us differently especially when it came to the clothes we wore. There should be no problem with that unless its revealing."

"What I liked least about this program is having to be kept in one small building."

"I didn't like how we were separated from the rest of the children in Cody."

"What I like least about this program is that the teachers give us too much work at one time."

"What I didn't like about the program is that the teachers sometimes don't give a student enough extra-credit work."

"At our school we need a better academic program to challenge me more and prepare me for college. Although, we are making some effort to change."

I didn't have any problems with the program. (2)

"Different rules that was made to make this program possible."

"The attitudes the teachers had when I first attended and also the students."

"Some of the students in here have a lot of attitude problems most of the time."

"When teachers tell other students what to do and they still don't listen, that is what I like least about the program."

AREA B. NINTH GRADE ADMINISTRATORS' PERCEPTIONS*

There were four (4) surveys returned by the Ninth Grade Administrators who were involved in the 1996-97 School Restructuring Program. They rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which their opinions were solicited.

TABLE 4

NINTH GRADE ADMINISTRATORS' SURVEY OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

		Number of Responses		Percent of Positive Responses
	Statements	Total	Positive	
The Ninth Grade Restructuring Program was successful in:				
a.	raising students' achievement in reading.	4	2	50%
b.	raising students' achievement in mathematics.	4	4	100
c.	raising students' achievement in science.	4	3	75
d.	raising incoming 9th Grade students' awareness of high school requirements.	4	4	100
e.	raising students' awareness of high expectations.	4	4	100
f.	developing self-discipline and responsibility for one's own actions and accomplishments.	4	4	100
g.	developing students' ability to work cooperatively with others.	4	4	100
h.	encouraging parents to be involved in their child's learning.	4	4	100
i.	helping students attend school regularly.	4	4	100
j.	helping students develop worthwhile priorities.	4	4	100
k.	developing students' ability to work independently.	4	4	100
l.	preventing students from dropping out of school.	4	4	100

*Most of the Ninth Grade Administrators were assistant principals who served in thatadministrative position. In some schools department heads served in that position.

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One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to ten (10) of the statements.

Fifty to seventy-five percent (50% to 75%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to two (2) of the statements.

The mean average of all the positive statements is ninety-four percent (94%).

Open-Ended Questions

The Ninth Grade Administrators were asked, ***how did you prepare your staff for the Ninth Grade Restructuring Program?*** **Their responses follow:**

> "Ongoing staff development sessions were utilized to provide information and awareness of the restructuring program and its inclusion in the total school program. Ninth grade program updates on the agenda of general staff meetings and inservice sessions, guided by consultants, that focused on the following: teachers as change agents; constructivist teaching and learning; team-building and learning styles."
>
> "Staff were in-serviced to work in the Ninth Grade Restructuring Program in the following manner:
>
> - An orientation meeting was held where materials about the program were disseminated and discussed in detail. The philosophy, mechanics, and mission of our program were fully explained so that all knew precisely what we are attempting to do.
> - Teachers, whenever feasible, were involved in workshops and seminars which dealt with the academic and social improvement of our youngsters.
> - Brainstorming sessions were held with all involved teachers periodically to discuss the details and progress of our program with an emphasis being placed on the question, 'How can we do better?'.
> - The High School Intervention Center (HSIC) component of our program was already in place and was incorporated.
> - All teachers met with other members of their specialty areas.
> - Pamphlets and articles were periodically distributed to teachers."
>
> "This is an extension of what we normally do at our school."

> "Preparation for the program included: 1) in-service, 2) review of approved proposal, 3) implementation of proposed plan, 4) workshops, and 5) staff development activities."

The Ninth Grade Administrators were asked, *what teaching strategy would you find in Ninth Grade classrooms in your school?* They responded as follows:

> "One of the strategies stressed was cooperative learning and teaming. Teachers were encouraged to plan activities that actively engage students in working together to solve problems. They share ideas, gather and analyze information and make informed decisions. Through cooperative activity-based experiences, students develop communication and critical thinking skills.
>
> Cooperative learning strategies are closely aligned with student-centered instruction. Research has shown that students construct their own learning and construction is enhanced or limited by the experiences and opportunities available to the students. Teachers were encouraged to incorporate these strategies in their classroom practices."
>
> "Cooperative learning, direct instruction, cross-text questions, spiral approach, writing process, quick-writes, graphic organizers, KWL, SQ3R, QAR, manipulatives, story maps, teaching-learning framework, buddy system, sustained reading process, HSPT thematic units, peer editing, real life modeling, mastery learning approach, project method, role-playing, transitional objects (recall and write specific descriptions of experiences from the past), brainstorming, and one-on-one peer sharing."
>
> "Cooperative learning, skills bank and strategic learning."
>
> "The cooperative learning strategy was used to improve student interaction and working relationships with one another. Although a variety of strategies were used, trying to perfect this strategy is our foremost goal."

The Ninth Grade Administrators were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

> "The ninth graders were organized into smaller units/houses, called academic clusters, for early identification, monitoring and intervention/support. The clusters were designed to assist and guide students in planning their four years of secondary education. three designs were offered, for the 1996-97 school year, in the following curriculum areas: business and technical education, humanities and S.T.A.M.P. (Science, Technology and

Mathematics Performance). Students were encouraged to consider personal interest/talents, career aspirations, college/technical school admission requirements and workplace skills for the 21st century, when making their choice of a cluster. In this organizational structure, each cluster constituted a school-within-a-school. The students in each house were block programmed into the same core classes and shared the same core teachers. They were, however, integrated into the general population for their elective offerings."

"Block scheduling has been an integral part of our plan from the beginning. In essence, all ninth graders are placed into a homeroom group which travels as a unit for six classes daily. In most cases, their third or fourth period teacher has been designated as a homeroom teacher. Note that students who have a particular talent, skills, or need have been allowed to be programmed out of the block for generally one period of the day to accommodate a special need. For example, whenever it has been discovered that a student is talented in art, we have tried to place a student in an art class as an elective which may be out-of-the-block.

All English, math, science, and social studies teachers have classes the same periods which allow for team planning and teaching whenever necessary and educationally practical. Their preps also meet the same hour.

All new ninth graders were assigned to two counselors which gave the advocates an opportunity to be innovative and creative.

We utilized the school-within-a-school concept."

"Team teaching and flexible scheduling."

"Yes, the ninth grade was 'isolated' from the other population, (grades 10-12). Basic core classes - mathematics, science, English, history, personal living, DAPCEP, BS and T core are taught in the ninth grade wing. Block scheduling was implemented for the class of 1999 this academic year."

The Ninth Grade Administrators were asked, *are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?* Their responses follow:

"As defined in our 1996-97 Action Plan, the purpose of the restructuring program was two fold:

- To initiate and implement programs at the ninth grade level that positively impact achievement, attendance, social development and school retention.

- To continue to provide resources and services to the group over the four years of high school.

Since the academic clusters were designed to guide ninth graders over the four years, it is expected the 1996-97 group will follow their 10th grade plan in 1997-98. Also during the ninth grade year, the students are sub-divided into one of three groups for intervention, support and service. The divisions are based on need and they are:

Group 1 - Students who demonstrate satisfactory achievement but require ongoing monitoring and support to maintain or improve achievement levels.

Group 2 - Students who exhibit a pattern of poor attendance, low achievement, and disciplinary problems; and are at-risk for failure and dropout.

Group 3 - Students at-risk who might dropout. They exhibit excessive absences, receive F's in all classes and have three or more A/B Code violations.

The over all goal is the early identification of at-risk students during the ninth grade year and the initiation of programs and resources that will enable them to progress toward Group 1 and graduation four years later. The at-risk students will continue to be monitored as they enter Grade 10."

"Our graduating ninth grade students will be included in our planning for the 1997-98 school year. That is, 1) they will be given access to tutoring from their present teachers, 2) they will be invited to assemblies and programs whenever feasible, and 3) field trips will be arranged."

"Yes - follow-up with this group with non-difficult subjects."

"Yes, the Class of 2001 will participate in a variety of identified programs. These programs include block scheduling, Ford Academy of Manufacturing Science (FAMS), business, etc."

The Ninth Grade Administrators were asked, *what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?* Their responses follow:

"The major concern continues to be transforming teaching practices in the classroom. The lack of student success and achievement is unilaterally attributed to the behavior of students and the actions of parents. Most teachers continue to resist the notion that their instructional practices contribute to the problem of poor achievement and success. The primary challenge is still changing the 'mind set' of teachers to accept and use new instructional practices in the classroom. Research has shown that constructivist strategies (student-centered and active participation) improved student learning and retention. In-services are provided to assist teachers in planning constructivist activities, but classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities. Goals for the next year must continue to address transforming research into classroom practices."

"Most teachers in our program are innovative, creative, and attuned to a celtic approach to learning with an emphasis on modern pedagogical techniques. My only concern is that since are changing staff in two areas, I hope that persons new to this particular charge will be flexible and able to adapt to new ways of thinking."

"That they don't expect more of the students especially the English teachers."

"The major concern is that teachers are concerned about the 'total child.' Also that instruction is presented on a creative, informative concerned and caring manner."

The Ninth Grade Administrators were asked, *what are the reactions of the following stakehoders about the Ninth Grade Restructuring Program?* They responded as follows:

a. students:

"Students have demonstrated a positive response to the services provided by the program. Individual attention to the chronic at-risk group has improved their attendance. The increase in the participation of 9th and 10th grade students in co-curricular activities and competition can be attributed to the restructuring program."

"Students have reacted in a positive fashion to the efforts of our staff."

"For the most part, they like it."

"Most students enjoy the format. They have developed self-worth and consider the program to be a challenging one."

b. teachers:

"Most teachers view the program as having a positive affect in affective areas but don't see where achievement has been affected. However, when you view the records of individual at-risk students as they progress from one semester to the next, improvement gain are evident."

"Teachers have been enthusiastic and have applied themselves to the task. In the main, most have stated they enjoy working with our targeted population."

"For the most part, they like it."

"A new innovative means to assist in retaining students in school and increasing the number of graduates from high school."

c. parents:

"Some parents have responded positively to ninth grade activities. Some have increased their attendance at PTSA meetings; some have volunteered to assist in the halls and at lunch time. A large number, however remain non-committal to the program."

"Parents have seemed pleased with our program whenever we have come into contact with them."

"For the most part, they like it."

"Supportive and pleased with the format and execution of the program."

The Ninth Grade Administrators were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* They responded as follows:

- "Flexibility to schedule smaller class sizes for ninth grade classes.
- The development of a 'reading resource lab,' coordinated by a reading specialist, to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.
- Increased time for planning and developing integrated learning materials that facilitate active student-centered learning in the classroom.
- The purchase of technology (hardware and software) to facilitate integrated learning."
- "Personnel must always be interviewed and screened before being placed in the program.

- A full-time social worker would be able to deal with some of the problems of at-risk students.

- Special funds need to be made accessible to purchase items in a timely fashion. For example, if one wishes to provide a reception for parents and students after an honors program, one needs money that is readily available.

- Another attendance agent is most desirable.

- Another counselor, totally devoted to individual and group counseling sessions, would be fruitful."

- "Go back to gender based for ninth and tenth graders."

- improved parental involvement
- common teacher pre period
- improved student attendance
- improved academic performance
- a willingness of students to 'want to learn'
- male/female mentorship.

The Ninth Grade Administrators were asked, ***for you what have been the major challenges of the Ninth Grade Restructuring Program?*** **Their responses follow:**

"Managing time to be an instructional leader within the context of assigned responsibilities beyond the Ninth Grade Program."

"The major challenges of the Ninth Grade Restructuring Program have been as follows:

- improving attendance and achievement.
- reducing the number of Code of Conduct Violations.
- keeping staff on track with our paradigm shift away from traditional approaches.
- involving parents in the educational process."

"The ability to keep gender based (male/female) classes because we don't have enough staff."

"The major challenge is getting the students to attend and keeping them motivated from day-to-day. Also, providing to students with excessive 'baggage' that we care about them and their well being."

Finally the Ninth Grade Administrators were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* Their responses follow:

> "As stated, many parents have increased their participation in activities planned for the ninth graders. This was very evident in their response to activities such as the Back-to-School Night, where parents followed their students' schedule to 'experience a day in the life of their student. Other activities that received positive response from parents included our opening Orientation in August, the Presentation Ceremony at the end of the first semester; and the Great Expectations Awards, where students are recognized for effort and perseverance. But over all, parents continue to be very apathetic toward participation and involvement in school activities."
>
> "Parents have attended all honor assemblies and parent teacher conferences in meaningful numbers. The challenge has been how to involve more and more parents in the education of their children. Additionally, our LSCO has been helpful and has attempted to increase its membership which is far below what all would like it to be. In essence, we share the same concerns."
>
> "Parents are not involved enough."
>
> "The challenge is seeing parental involvement of students experiencing academic, attendance and personal problems."

A. Area E Ninth Grade Restructuring Personnel*

	Number of FTE's 1995-96*	Number of FTE's 1996-97*
• Ninth grade administrators	3	3
• Counselors	1	1
• Social workers	1	1
• Attendance officers	2	2
• Psychologists	0	0
• Teachers	6	6
• Others:		
(School Service Assistants)	2	2
(Education Technicians)	2	2
(Student Assistants)	2	2

	1995-96	1996-97
B. Total number of teachers teaching only Ninth Grade students	* 35	28
C. Total number of teachers teaching some Ninth Grade students	* 80	54
D. Number of students served as part of Ninth Grade Restructuring	*2275	2075

*These numbers are based on the returned surveys of the Ninth Grade Administrators. Some did not respond to all items of the survey.

The ninth grade administrators were also asked to indicate with "Yes" or "No" if the programs listed below were operational in their schools. Their responses follow:

	Academic Programs	Yes	No	No Response
a.	Organizational Change e.g. School-Within-A-School, flexible scheduling, block-time for a core curriculum area, etc.	4	0	0
b.	Summer Preparation e.g. orientation to high school, study skills, etc.	2	2	0
c.	Before/During/After School Tutorial Programs e.g. indicate if tutors are students, teachers, parents, etc.; what materials are used; what training was involved.	4	0	0
d.	New Experimental Course Offerings e.g. courses offered for the first time in your school, description of courses, etc.	0	4	0
e.	Improve Quality of Instruction e.g. hands-on-activities, cooperative and/or collaborative learning, increased time on task, greater use of test results to modify instruction.	4	0	0
f.	Technology e.g. description of hardware and software used in your school; who is using them; how it is used, etc.	4	0	0
	Support Programs			
a.	Attendance Program e.g. attendance services that go beyond the services now provided addition of an attendance agent, etc.	4	0	0
b.	Counseling Program e.g. counseling services that go beyond the traditional services, of scheduling, discipline and career exploration.	3	1	0
c.	Health Services e.g. addition of a nurse, establishment of health clinic, etc.	1	3	0

ACADEMIC AND SUPPORT PROGRAMS

The ninth grade administrators were asked to select an academic or support program which they found to be successful in their school. Three of the programs follow:

A. ORGANIZATIONAL CHANGE-ACADEMIC CLUSTERS

Need

Describe the needs which substantiate the use of this program.

- A school pattern of high student dropout between ninth and tenth grade.
- High absenteeism and in-school truancies among ninth and tenth grade students.
- Low classroom performance and participation as measured by GPA, course credits and standardized test results.
- The need to develop a sense of belonging and community among ninth graders who have an increased desire for friendships and social interactions.
- Increase in incidents of school violence attributed to 'gang activity.'
- The need to connect/link classroom learning and the 'world of work.'

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

- Increase to 100%, the number of incoming ninth graders assigned to a four year plan-of-work with career/job related orientation.
- The daily attendance rate of 1996-97 ninth graders will increase by 5%, when compared to 1995-96 ninth graders.
- The academic achievement of 1996-97 ninth graders, as measured by GPA and course credits will increase by 3 percentage points when compared to 1995-96 ninth graders.
- The retention rate of ninth graders moving from ninth to tenth grade will be 95% or higher.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

The selection of a sound academic program is essential to achievement and success in high school. Academic programs provide students the opportunity to develop individual interest/talents and acquire the foundational skills necessary for programs in higher education or entry into the world of work. Academic also guide students in planning their four year plan-of-work and selecting appropriate courses in academic areas.

Over the past seven years, the science and mathematics staff at Northwestern has successfully implemented a school-of-choice academic program in science and mathematics (STAMP). The design was a developmental model that stressed: 1) the strong relationship between effort and achievement; 2) four years of rigorous academics; and 3) a 'school-within-a-school' organizational structure for building a sense of community. Data from the program has shown that students enrolled in the program improved significantly in all areas of the curriculum. This can be evidenced by the high retention/graduation rate of STAMP students since its inception.

One of the goals of the 1996-97 Ninth Grade Action Plan was to create an organizational structure similar to the STAMP model that would encompass all incoming ninth graders. Three distinct academic clusters were formed in related curriculum areas. Within each cluster, there were four-year plans to guide the growth and development of students in the selected areas. The selection of a cluster was based on career aspirations, college/technical school admissions requirements, and workplace skills for the 21st century.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

Classification	Number
Teachers	
English (one per cluster)	3
Mathematics (one per cluster)	3
Science Teachers (one per cluster)	3
Social Studies (one per cluster)	3
Counselor	1
Attendance Officer	1
Educational Technician	1

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

- Number and names of students enrolled in the 10th grade year clusters
- Attendance reports generated from the computer and directly from teachers
- List of students participating in opportunities/competitions related to the cluster area
- Grade point average for each card marking period
- Standardized test scores (MAT7 and HSPE)

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

Ongoing Professional Development Sessions:

> Ninth Grade Support Team - Composed of ninth grade assistant principal, counselor, social worker, attendance agent and educational technician met on a weekly basis (9:00 a.m. - 10:00 a.m.) to plan and monitor intervention strategies for students most at-risk.
>
> Ninth Grade Restructuring Leadership Team - Composed of 9th and 10th grade class coordinators, and assistant principal and a ninth grade teacher from each cluster met on monthly basis (7:00-8:00 a.m.) to plan activities and disseminate information to total staff.
>
> General Staff Meeting - At least one staff meeting per month is devoted to inservice activities coordinated by school achievement committee. Ninth Grade Restructuring is one of the sub-committees in the school improvement plan.

B. ATTENDANCE AGENT

Need

Describe the needs which substantiate the use of this program.

- The drop-out rate needs to decrease.
- Violations of the Student Code of Conduct must decrease.
- Student attendance must improve.
- Parental involvement must be increased.
- Student achievement is inextricably linked to student attendance.
- The graduation rate needs to be expanded.

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

- The drop-out rate will decrease by 2 percent.
- Violations of the Student Code of Conduct will decrease by 5 percent.
- The number of behavior referrals to administrators will decrease by 5 percent.
- Student attendance in all classes will improve by 5 percent.
- Student skipping of selective classes will decrease by 5 percent.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

- Conferences were held with students and their parents.

- Parents were called on a daily basis if their son or daughter was absent from school or a class.
- All students were given a daily progress report which had to be returned to her office at the end of each school day.
- Students were referred to an administrator for conferences and/or necessary suspensions.
- Classes were visited on a random basis to verify if a particular student was in class. By random I mean students were not aware of a plan but were checked every period, every other period, twice daily, or whatever combination was deemed sufficient to help students modify their negative attendance patterns.
- Group counseling sessions were held with at-risk students.
- Incentives were given to students with improved attendance. For example, certificates were given for improved attendance.
- Relationships with parents were developed centering, of course, around the attendance patterns of students.
- Referrals were made to counselors and our social worker when home, family, or personal problems were discovered.
- The agent also provided material relief for students using a Family Data Form in the form of clothing, eyeglasses, repair of hearing aids, and the investigation of possible Goodfellow packages.
- Court cases were initiated for the extremely hard-core cases were our efforts to be stymied.
- General counseling sessions were conducted with some students.
- Efforts were made to secure part-time employment for needy students.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

Assistant principal (1)	Counselors (4)
Attendance agent (1)	Administrators (10)

Teachers (32) Dean of Students (1)

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

To determine the extent that our objectives have been met we will make use of the following data:

- Teacher attendance records
- Report cards
- Personal evaluations by teachers
- Information from Central office about the drop-out rate
- Records from the office of the attendance agent
- Weekly attendance profiles

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and if know, the trainers.

In-service was provided in the following manner:

- The attendance agent attended workshops conducted by our Central Office designed to keep agents abreast of the details, trends, and operations of the Attendance Department.
- Mr. Otis Gilchrist and Mr. George Moore of the Area B Attendance Department in-serviced our agent.
- Our attendance agent visited other high schools to study the attendance models they had developed. For example, she visited Cody High School.
- Our attendance agent met with all staff and informed them of her function and role.

- The assistant principal in charge of the program allotted time at every staff meeting for our agent to discuss attendance problems with teachers.

C. NEW AGE ACHIEVERS

Need

Describe the needs which substantiate the use of this program.

- Improve students' self-esteem
- Improve students' attitude towards learning
- Improve students' attendance
- Improve students' ability to work cooperatively in a team setting

Objective

State the objective(s) in terms of the amount of improvement for each need.

1) By the end of the 1996-97 school year, the percentage of students' self-esteem will increase by 2 percent.

2) By the end of the 1996-97 school year, students' attitude towards learning will increase.

3) By the end of the 1996-97 school year, students' attendance will increase by 10 percent from the previous school year.

4) By the end of the 1996-97 school year, students' ability to work cooperatively in a team setting will increase by 5 percent.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

Cody High School used a 'school-within-a-school' approach to restructuring the ninth grade. In addition to physically separating ninth grade students from the upper classmen.

Teachers planned by describing what approach, what chapters, etc. would be explored. Teachers also planned related out of the classroom learning.

Students, on the other hand, received instruction in a variety of ways: The cooperatively learning approach, individual learning and student driven instruction.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

Teachers (0)

Counselors (0)

Student Assistant (Co-op) (1)

Educational Technician (3)
Currently we employed one.

Two additional technicians are needed for in-school mathematics/reading assistance for the students.

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

Comparison of MAT7 results in 1996 with MAT7 results in 1997

Attendance profile

Self-esteem survey

Career options survey

Final grades - (second and fourth card markings)

Classroom projects to measure students' use of critical thinking skills, problem solving techniques and the use of tools of technology.

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

'The After Effects: Retentions, Elections and Additions'
June 2-4, 1997
Consultants: Belinda J. Raines and Vivian A. Palmer

'Been There Done That... Alternative Means to Handeling Minor Infractions of Student Code'
April 14 & 16, 1997
Consultants: Belinda J. Raines and Vivian A. Palmer

'Giving Students A Better Chance to Succeed'
April 24, 28 & 29, 1997
Consultants: Belinda J. Raines and Vivian A. Palmer

'Moving Towards the Year 2000'
April 18 & 19, 1997
Consultants: Casandra Allen, Carol Asman, Veda Bryant, Dilagene Davis, Derek Faulk, Michael Laramee, Vivian Palmer, and Clark Wilson

'Service Learning: What Is It? Why Do It? How to Interpret it into the Curriculum'
October 22 & 24, 1996
Consultants: Belinda J. Raines and Vivian A. Palmer

'Where Do We Go From Here?'
August 19-23, 1996
Consultants: Belinda J. Raines

'Service Learning - Part II'
November 19, 21, 22 & 26, 1997
Consultants: Belinda J. Raines and Vivian A. Palmer

'Where Do We Go From Here?' - Part II
September 24, 26, 1997 and October 1, 3, 1997
Consultants: Belinda J. Raines and Vivian A Palmer

PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 9

There are seven (7) product variables presented in this section:

a.	Grade Point Averages (GPA's) (1)	6/1995, 6/1996 and 6/1997
b.	Daily Attendance (1)	6/1995, 6/1996 and 6/1997
c.	Credit hours attempted and earned (2)	6/1995, 6/1996 and 6/1997
d.	Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1995, 4/1996 and 4/1997
e.	Educational Status of Students (1)	6/1995, 6/1996 and 6/1997

The results are as follows:

NINTH GRADE/
GRADE POINT AVERAGES
June, 1995
(Before the Program)

Table 5 shows that Cody H.S. (1.2), Herman/Rogers Academy (1.2) and Northwestern High School (1.4) have similar GPA's as the Area (1.2) but they are below the District (1.5). Detroit City High School (2.3) has higher GPA's than the Area (1.2) and the District (1.5). Mackenzie High School (1.1) has a lower GPA than the Area (1.2) and the District (1.5).

TABLE 5

AREA B SCHOOLS NINTH GRADE/
GRADE POINT AVERAGES
1994-95

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Cody High School	943*	1.2	3667*	1.2	19484*	1.5
Detroit City High School	70*	2.2	3667*	1.2	19484*	1.5
Herman/Rogers Academy	81*	1.2	3667*	1.2	19484*	1.5
Mackenzie High School	846*	1.1	3667*	1.2	19484*	1.5
Northwestern High School	1727*	1.4	3667*	1.2	19484*	1.5

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 6 shows that Northwestern H.S. (34%) has a higher percent of students with a GPA of 2.0+ than the Area (27%) and the District (35%). Cody H.S. (24%), Herman/Rogers Academy (15%), and Mackenzie H.S. (25%) have lower percents of students with GPA's of 2.0+ than the Area (27%) and the District (35%). Detroit City H.S. (74%) has a higher percent of students with a GPA of 2.0+ than the Area (27%) and the District (35%).

TABLE 6

AREA B SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES 1994-95

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Cody High School	224*	24%	776*	27%	6832*	35%
Detroit City High School	70*	74%	776*	27%	6832*	35%
Herman/Rogers Academy	12*	15%	776*	27%	6832*	35%
Mackenzie High School	210*	25%	776*	27%	6832*	35%
Northwestern High School	581*	34%	776*	27%	6832*	35%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1996
(First Year Program)

Table 7 shows that Detroit City H.S. (2.3) is above the Area GPA of (1.3) and District (1.5). Cody H.S. (1.3) and Mackenzie H.S. (1.3) are the same as the Area (1.3) GPA but below the District (1.5). Detroit City H.S. (2.3) is above the Area and District GPA. Northwestern H.S. (1.4) is above the Area (1.3) but below the District (1.5).

TABLE 7

AREA B SCHOOLS NINTH GRADE/ GRADE POINT AVERAGES
1995-96

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Cody High School	836*	1.3	3371*	1.3	18,332*	1.5
Detroit City High School	67*	2.3	3371*	1.3	18,332*	1.5
Herman/Rogers Academy	2*	1.8	3371*	1.3	18,332*	1.5
Mackenzie High School	825*	1.3	3371*	1.3	18,332*	1.5
Northwestern High School	1641*	1.4	3371*	1.3	18,332*	1.5

*All numbers provided are from the district's data base; difference in totals are as reported in the disaggregated data program

Table 8 shows that Detroit City H.S. (79%) has a higher percent of students with a GPA of 2.0+ than the Area (27%) and the District (36%). The three schools Cody H.S. (24%) and Northwestern H.S. (22%) have lower percents of students with GPA's of 2.0+ than the Area (27%) and the District (36%). Mackenzie H.S. (30%) has a higher percent of students with a GPA of 2.0+ than the Area (27%) but below the District (36%).

TABLE 8

AREA B SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES

1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	224*	24%	663*	27%	6684*	36%
Detroit City High School	53*	79%	663*	27%	6684*	36%
Herman/Rogers Academy	N/A	N/A	663*	27%	6684*	36%
Mackenzie High School	244*	30%	663*	27%	6684*	36%
Northwestern High School	157*	22%	663*	27%	6684*	36%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1997
(Second Year Program)

Table 9 shows that Detroit City H.S. and Herman/Rogers Academy are above the Area GPA of (1.3) and District (1.5). Cody H.S. (1.3) is the same as the Area (1.3) GPA but below the District (1.5). Mackenzie H.S. (1.2) and Northwestern H.S. (1.1) are below the Area and District GPA.

TABLE 9

AREA B SCHOOLS NINTH GRADE/ GRADE POINT AVERAGES
1996-97

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Cody High School	849*	1.3	2502*	1.3	17,553*	1.5
Detroit City High School	89*	2.1	2502*	1.3	17,553*	1.5
Herman/Rogers Academy	57*	1.9	2502*	1.3	17,553*	1.5
Mackenzie High School	884*	1.2	2502*	1.3	17,553*	1.5
Northwestern High School	622*	1.1	2502*	1.3	17,553*	1.5

*All numbers provided are from the district's data base; difference in totals are as reported in the disaggregated data program.

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Table 10 shows that Detroit City H.S. (65%) and Herman/Rogers Academy (53%) have a higher percent of students with a GPA of 2.0+ than the Area (28%) and the District (38%).. Northwestern H.S. (22%) and Mackenzie H.S. (25%) have lower percent of students with a GPA of 2.0+ than the Area (27%) and the District (35%). Cody H.S. (29%) has a higher percent than the Area (28%) but lower than the District (38%).

TABLE 10

AREA B SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	244*	29%	695*	28%	6721*	38%
Detroit City High School	58*	65%	695*	28%	6721*	38%
Herman/Rogers Academy	30*	53%	695*	28%	6721*	38%
Mackenzie High School	225*	25%	695*	28%	6721*	38%
Northwestern High School	137*	22%	695*	28%	6721*	38%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program

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NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1995
(Before the Program))

Table 11 shows that the ninth grade student daily attendance for Detroit City H.S. (83%) and Herman/Rogers Academy (89%) are better than the Area (72%) and the District (77%). Mackenzie H.S. (65%) has a lower student daily attendance than the Area (72%) and the District (77%). Cody H.S. (73%) and Northwestern H.S. (74%) have better daily attendance than the Area (72%) but lower than the District (77%).

TABLE 11

AREA B SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE 1994-95

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	943*	73%	2906*	72%	19,484*	77%
Detroit City High School	70*	83%	2906*	72%	19,484*	77%
Herman/Rogers Academy	81*	89%	2906*	72%	19,484*	77%
Mackenzie High School	846*	65%	2906*	72%	19,484*	77%
Northwestern High School	966*	74%	2906*	72%	19,484*	77%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 12 shows that Herman/Rogers Academy (44%) has a higher percent of students with a daily attendance of 92%+ than the Area (12%) and the District (26%). Northwestern H.S. (13%) has a higher percent of students with a daily attendance of 92%+ than the Area (12%) but lower than the District (26%). Cody H.S. (11%), Detroit City H.S. (11%) and Mackenzie H.S. (8%) have lower percents of students with daily attendance of 92%+ than both the Area (12%) and the District (26%).

TABLE 12

AREA B SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS 92%+ STUDENT DAILY ATTENDANCE

1994-95

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	106*	11%	347*	12%	5124*	26%
Detroit City High School	8*	11%	347*	12%	5124*	26%
Herman/Rogers Academy	36*	44%	347*	12%	5124*	26%
Mackenzie High School	68*	8%	347*	12%	5124*	26%
Northwestern High School	129*	13%	347*	12%	5124*	26%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(First Year Program)

Table 13 shows that the student daily attendance for Detroit City H.S. (86%) and Herman/Rogers Academy (88%) have better daily attendance than the Area (72%) and the District (77%). Mackenzie H.S. (67%) has lower daily attendance than the Area (72%) and the District (77%). Northwestern H.S. (72%) has the same average of daily attendance as the Area (72%) but lower with the District (77%). Cody H.S. (75%) has a better daily attendance than the Area (72%) but lower than the District (77%).

TABLE 13

AREA B SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE 1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	836*	75%	2441*	72%	18,332*	77%
Detroit City High School	67*	86%	2441*	72%	18,332*	77%
Herman/Rogers Academy	2*	88%	2441*	72%	18,332*	77%
Mackenzie High School	825*	67%	2441*	72%	18,332*	77%
Northwestern High School	710*	72%	2441*	72%	18,332*	77%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 14 shows that Detroit City H.S. (36%) and Herman/Rogers Academy (50%) have higher percents of students with daily attendance of 92%+ than the Area (14%) and the District (27%). Mackenzie H.S. (13%) and Northwestern H.S. (11%) have lower percents of students with daily attendance of 92%+ than the Area (14%) and the District (27%). Cody H.S. (17%) has a higher percent of students with daily attendance of 92%+ than the Area (14%) but lower than the District (27%).

TABLE 14

AREA B SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE

1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	139*	17%	350*	14%	5015*	27%
Detroit City High School	24*	36%	350*	14%	5015*	27%
Herman/Rogers Academy	1*	50%	350*	14%	5015*	27%
Mackenzie High School	106*	13%	350*	14%	5015*	27%
Northwestern High School	79*	11%	350*	14%	5015*	27%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1997
(Second Year Program)

Table 15 shows that the ninth grade student daily attendance for Detroit City H.S. (91%) and Herman/Rogers Academy (92%) are better than the Area (73%) and the District (78%). Mackenzie H.S. (69%) has a lower student daily attendance than the Area (73%) and the District (78%). Cody H.S. (75%) and Northwestern H.S. (74%) have better daily attendance than the Area (73%) but lower than the District (78%).

TABLE 15

AREA B SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE 1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	849*	75%	2502*	73%	17,553*	78%
Detroit City High School	89*	91%	2502*	73%	17,553*	78%
Herman/Rogers Academy	57*	92%	2502*	73%	17,553*	78%
Mackenzie High School	884*	69%	2502*	73%	17,553*	78%
Northwestern High School	622*	74%	2502*	73%	17,553*	78%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 16 shows that Herman/Rogers Academy (65%) and Detroit City H.S. (57%) have a higher percent of students with a daily attendance of 92%+ than the Area (17%) and the District (29%). Cody H.S. (14%), Northwestern H.S. (14%), and Mackenzie H.S. (14%) have lower percents of students with daily attendance of 92%+ than both the Area (17%) and the District (29%).

TABLE 16

AREA B SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	116*	14%	416*	17%	5024*	29%
Detroit City High School	51*	57%	416*	17%	5024*	29%
Herman/Rogers Academy	37*	65%	416*	17%	5024*	29%
Mackenzie High School	127*	14%	416*	17%	5024*	29%
Northwestern High School	84*	14%	416*	17%	5024*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1995
(Before the Program)

Data in Table 17 show that the Area B schools' attempted credit hours average is 47.1; the earned Area B credit hours average is 29.0, a difference of 18.1 credit hours. Herman/Rogers Academy is above the Area and the District averages for attempted and earned credit hours. Cody H.S., Detroit City H.S., and Northwestern H.S. are below the Area and the District attempted and earned credit hours. Mackenzie H.S. is above the Area and District for attempted credit hours, however, is below the Area and District for earned credit hours.

TABLE 17

AREA B SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1995

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cody High School	969*	46.3	30.3	3019*	47.1	29.0	20,622*	48.5	32.8
Detroit City High School	109*	41.2	15.3	3019*	47.1	29.0	20,622*	48.5	32.8
Herman/Rogers Academy	91*	50.5	34.7	3019*	47.1	29.0	20,622*	48.5	32.8
Mackenzie High School	866*	50.3	28.4	3019*	47.1	29.0	20,622*	48.5	32.8
Northwestern High School	984*	45.7	29.3	3019*	47.1	29.0	20,622*	48.5	32.8

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED

June, 1996

(First Year Program)

Data in Table 18 show that the Area B schools' attempted credit hours average is 51.8; the earned credit hours average is 31.5, a difference of 20.5 credit hours. Cody H.S. is above the Area and the District averages attempted and earned credit hours. Herman/Rogers Academy, Mackenzie H.S. and Northwestern H.S. are below the Area and District attempted and earned credit hours. Detroit City H.S. is below the Area but above the District for attempted credit hours, however, is below the Area and the District for earned credit hours.

TABLE 18

AREA B SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE

June, 1996

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cody High School	841*	55.6	37.1	2536*	51.8	31.5	19,227*	49.7	34.4
Detroit City High School	96*	50.7	17.8	2536*	51.8	31.5	19,227*	49.7	34.4
Herman/Rogers Academy	49*	30.0	25.3	2536*	51.8	31.5	19,227*	49.7	34.4
Mackenzie High School	834*	50.6	30.6	2536*	51.8	31.5	19,227*	49.7	34.4
Northwestern High School	716*	47.1	28.1	2536*	51.8	31.5	19,227*	49.7	34.4

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Second Year Program)

Data in Table 19 show that the Area B schools' attempted credit hours average is 50.3; the earned credit hours average is 46.7, a difference of 3.6 credit hours. Cody H.S. and Mackenzie H.S. are above the Area and the District averages attempted and earned credit hours. Herman/Rogers Academy, Detroit City H.S., and Northwestern H.S. are below the Area and District attempted and earned credit hours.

TABLE 19

AREA B SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1997

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cody High School	849*	54.0	50.6	2501*	50.3	46.7	17,272*	49.7	46.9
Detroit City High School	89*	31.6	31.0	2501*	50.3	46.7	17,272*	49.7	46.9
Herman/Rogers Academy	57*	28.6	27.7	2501*	50.3	46.7	17,272*	49.7	46.9
Mackenzie High School	884*	51.6	47.4	2501*	50.3	46.7	17,272*	49.7	46.9
Northwestern High School	622*	48.2	44.5	2501*	50.3	46.7	17,272*	49.7	46.9

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

METROPOLITAN ACHIEVEMENT TESTS
April, 1995
(Before Year Program)

Data in Table 20 show that the Area's mean Normal Curve Equivalent (NCE) is 31.9, the District's mean NCE is 36.5, and the National's mean NCE is 50.0. Herman/Rogers (38.7) is above the Area mean NCE (31.9), and the District mean NCE (50.0). The other schools Detroit City H.S. (26.1), Mackenzie H.S. (30.0) and Northwestern H.S. (31.8) are below the Area NCE of 31.9, the District NCE of 36.5 and the National mean NCE of 50.0. Cody H.S. (32.9) is above the Area (31.9) mean NCE but below the District (36.5) mean NCE. All schools are below the National (50.0) mean NCE.

TABLE 20

AREA B SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1995

	N	Mean NCE	GME*
Area	1010**	31.9	6.7
District	9066**	36.5	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cody High School	301**	32.9	6.8
Detroit City High School	31**	26.1	6.1
Herman/Rogers Academy	48**	38.7	7.8
Mackenzie High School	318**	30.0	6.5
Northwestern High School	299**	31.8	6.7

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 21 show that the Area's mean NCE is 31.9, the District's mean NCE is 36.5 and the National mean NCE is 50.0. All the high schools are below the District's mean NCE of 36.5 and the National mean NCE of 50.0. All the schools are above the Area's NCE (31.8) except Detroit City (30.8).

TABLE 21

AREA B SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)

April, 1995

	N	Mean NCE	GME*
Area	1010**	31.9	6.7
District	9066**	36.5	7.5
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cody High School	297**	37.7	7.0
Detroit City High School	30**	30.8	6.5
Herman/Rogers Academy	50**	35.1	6.7
Mackenzie High School	318**	35.2	6.8
Northwestern High School	299**	33.0	6.7

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
April, 1996
(First Year Program)

Data in Table 22 show that the Area's mean NCE is 33.4, the District's mean NCE is 36.9 and the National mean NCE is 50.0. Herman/Rogers Academy (44.0) and Detroit City H.S. (47.3) both have a higher mean NCE than the Area (33.4) and the District (36.9), but lower than the National (50.0) mean. However, the other three high schools Cody H.S. (33.5), Mackenzie H.S. (32.9), and Northwestern H.S. (34.0) are below the Area, the District and the National mean NCE's.

TABLE 22

AREA B SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1996

	N	Mean NCE	GME*
Area	1061**	33.4	6.8
District	9003**	36.9	7.7
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cody High School	349**	33.5	6.8
Detroit City High School	143**	47.3	9.4
Herman/Rogers Academy	37**	44.0	8.9
Mackenzie High School	357**	32.9	6.8
Northwestern High School	253**	34.0	6.9

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 23 show that the Area's mean NCE is 35.8, the District's mean NCE is 40.1 and the National mean NCE is 50.0. Detroit City H.S. (47.3) and Herman/Rogers Academy (44.7) are higher than the Area's (35.8) mean NCE and the District's (40.1) mean NCE but lower than the National (50.0) mean NCE. The other schools Cody H.S. (33.5), Mackenzie H.S. (33.0), and Northwestern H.S. (33.5) are below the Area's mean NCE (35.8), the District's mean NCE (40.1) and the National mean NCE (50.0).

TABLE 23

AREA B SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)

April, 1996

	N	Mean NCE	GME*
Area	1067**	35.8	6.8
District	8971**	40.1	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cody High School	349**	33.5	6.8
Detroit City High School	143**	47.3	9.4
Herman/Rogers Academy	40**	44.7	8.5
Mackenzie High School	357**	33.0	6.7
Northwestern High School	255**	33.5	6.7

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment

METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Second Year Program)

Data in Table 24 show that the Area's mean Normal Curve Equivalent (NCE) is 33.4, the District's mean NCE is 35.6 and the National's mean NCE is 50.0. Herman/Rogers Academy (38.8) and Detroit City H.S. (40.3) are above the Area mean NCE (33.4), and the District mean NCE (35.6). The other schools Mackenzie H.S. (30.9), Northwestern H.S. (32.5), and Cody H.S. (32.4) are below the Area NCE of 33.4, the District NCE of 35.6 and the National mean NCE of 50.0. All schools are below the National (50.0) mean NCE.

TABLE 24

AREA B SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1997

	N	Mean NCE	GME*
Area	1061**	33.4	6.8
District	8613**	35.6	7.1
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cody High School	410**	32.4	6.8
Detroit City High School	22**	40.3	8.3
Herman/Rogers Academy	49**	38.8	7.8
Mackenzie High School	367**	30.9	6.6
Northwestern High School	286**	32.5	6.8

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 25 show that the Area's mean NCE is 35.8, the District's mean NCE is 40.0, and the National mean NCE is 50.0. Detroit City H.S. (58.4) and Cody H.S. (40.8) are above the Area's and the District's NCE. All the other high schools are below the Area's (35.8), the District's mean NCE of 40.0, and the National mean NCE of 50.0.

TABLE 25

AREA B SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)

April, 1997

	N	Mean NCE	GME*
Area	1067**	35.8	6.8
District	8648**	40.0	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cody High School	410**	40.8	7.7
Detroit City High School	19**	58.4	10.8
Herman/Rogers Academy	49**	33.9	6.7
Mackenzie High School	369**	34.1	6.7
Northwestern High School	286**	35.1	6.8

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1995
(Before the Program)

Table 26 shows the number and percent of incoming 9th grade students leaving school. Mackenzie H.S. (25.07) and Northwestern H.S. (22.61) have lower percents of incoming 9th grade students leaving school than the Area (27.30) and the District (27.10). Cody H.S. (30.79), Detroit City H.S. (69.23), and Other Schools (34.04) have higher percents of incoming 9th grade students leaving school than the Area (27.30) and the District (27.10).

TABLE 26

AREA B SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1995

Name of School	School			Area			District		
	Number Left**	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cody High School	175	588	30.79	409	1498	27.30	3411	12,585	27.10
Mackenzie High School	110	439	25.07	409	1498	27.30	3411	12,585	27.10
Northwestern High School	90	398	22.61	409	1498	27.30	3411	12,585	27.10
Detroit City High School	18	26	69.23	409	1498	27.30	3411	12,585	27.10
Other Schools	16	47	34.04	409	1498	27.30	3411	12,585	27.10

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school, transferred to another public school and transferred to other states/countries.

b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices B-G - Reasons for leaving school listed by school (1995-97).

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(First Year Program)

Table 27 shows the number and percent of incoming 9th grade students leaving school. Mackenzie H.S. (12.64) and Other Schools (10.64) have lower percents of students than the Area (16.09) and the District (17.34). Cody H.S. (16.42) has higher percents of incoming 9th grade students leaving school than the Area (16.09) but lower than the District (17.34). Northwestern H.S. (18.27) and Detroit City H.S.(36.11) have higher percents of incoming 9th grade students leaving school than the Area (16.09) and the District (17.34).

TABLE 27

AREA B SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cody High School	87	530	16.42	232	1442	16.09	2110	12,167	17.34
Mackenzie High School	55	435	12.64	232	1442	16.09	2110	12,167	17.34
Northwestern High School	72	394	18.27	232	1442	16.09	2110	12,167	17.34
Detroit City High School	13	36	36.11	232	1442	16.09	2110	12,167	17.34
Other Schools	5	47	10.64	232	1442	16.09	2110	12,167	17.34

*See Appendix C for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Second Year Program)

Table 28 shows the number and percent of incoming 9th grade students leaving school. Cody H.S. (8.63) and Northwestern H.S. (8.55) have lower percents of incoming 9th grade students leaving school than the Area (9.25) and the District (8.78). Mackenzie H.S. (11.54), Detroit City H.S. (10.81) and Other Schools (14.03) have higher percents of incoming 9th grade students leaving school than the Area (9.25) and the District (8.78).

TABLE 28

AREA B SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1997

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cody High School	47	544	8.63	136	1471	9.25	994	11,324	8.78
Mackenzie High School	57	494	11.54	136	1471	9.25	994	11,324	8.78
Northwestern High School	29	339	8.55	136	1471	9.25	994	11,324	8.78
Detroit City High School	4	37	10.81	136	1471	9.25	994	11,324	8.78
Other Schools	8	57	14.03	136	1471	9.25	994	11,324	8.78

See Appendix D for specific reasons leaving school - by school (1997)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1995
(Before the Program)

Table 29 shows the number and percent of 9th grade students (repeating courses) leaving school. Northwestern H.S. (34.59) have lower percents of 9th grade students (repeating courses) leaving school than the Area (48.78) and the District 57.85). Mackenzie H.S. (62.78), Detroit City H.S. (66.17) and Other Schools (57.88) have higher percents of 9th grade students (repeating courses) leaving school than the Area (48.78) and the District (57.87). Cody H.S. (56.99) has higher percents of students (repeating courses) leaving school than the Area (48.78) but lower than the District (57.85).

TABLE 29

AREA B SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1995

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cody High School	143	251	56.99	521	1068	48.78	3204	5538	57.85
Mackenzie High School	145	231	62.78	521	1068	48.78	3204	5538	57.85
Northwestern High School	166	480	34.59	521	1068	48.78	3204	5538	57.85
Detroit City High School	45	68	66.17	521	1068	48.78	3204	5538	57.85
Other Schools	22	68	57.88	521	1068	48.78	3204	5538	57.85

*See Appendix E for specific reasons leaving school - by school (1995)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1996
(First Year Program)

Table 30 shows the number and percent of 9th grade students (repeating courses) leaving school. Cody H.S. (40.19), Detroit City H.S. (41.86), and Other Schools (14.29) have lower percents of students (repeating courses) leaving school than the Area (44.05) and the District (45.92). Mackenzie H.S. (44.65) has higher percents of 9th grade students (repeating courses) leaving school than the Area (44.05) but lower than the District (45.92). Northwestern H.S. (45.49) has higher percents of 9th grade students (repeating courses) leaving school than the Area (44.05) and the District (45.92).

TABLE 30

AREA B SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1996

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cody High School	111	257	40.19	367	833	44.05	2575	5607	45.92
Mackenzie High School	121	271	44.65	367	833	44.05	2575	5607	45.92
Northwestern High School	116	255	45.49	367	833	44.05	2575	5607	45.92
Detroit City High School	18	43	41.86	367	833	44.05	2575	5607	45.92
Other Schools	1	7	14.29	367	833	44.05	2575	5607	45.92

*See Appendix F for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1997
(Second Year Program)

Table 31 shows the number and percent of 9th grade students (repeating courses) leaving school. Northwestern H.S. (18.96) and Detroit City H.S. (16.67) have lower percents of 9th grade students (repeating courses) leaving school than the Area (22.05) and the District (22.92). Cody H.S. (26.37) and Mackenzie H.S. (23.92) have higher percents of 9th grade students (repeating courses) leaving school than the Area (22.05) and the District (22.92).

TABLE 31

AREA B SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1997

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cody High School	43	163	26.37	136	604	22.05	1136	4957	22.92
Mackenzie High School	50	209	23.92	136	604	22.05	1136	4957	22.92
Northwestern High School	36	190	18.96	136	604	22.05	1136	4957	22.92
Detroit City High School	7	42	16.67	136	604	22.05	1136	4957	22.92

*See Appendix G for specific reasons leaving school - by school (1997)

TABLE 32

AREA B SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1995
(Before the Program)

Table 32 shows that there were 1498 students who were enrolled in Area B schools during the 1994-95 school year. Four hundred nine (409) students (27.30%) left school during the school year. One hundred fifty-one (151) students (10.08%) continued their education in night school or in another school system. Two hundred fifty-eight (258) students (17.22%) discontinued their education during the 1994-95 school year which is lower than the district (18.28%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	68	1498	4.54	275	12,585	2.18
b. Transfer to a Michigan School	65	1498	4.34	600	12,585	4.77
c. Transfer to Other States/Countries	18	1498	1.20	235	12,585	1.87
Subtotal	151		10.08	1110		8.82
Group B: Discontinued School						
d. Non-Return	91	1498	6.07	824	12,585	6.55
e. Suspended	6	1498	0.40	71	12,585	0.56
f. Lost to Institutions	0	1498	0.00	50	12,585	0.40
g. Moved/Cannot Locate	92	1498	6.14	669	12,585	5.32
h. Overage	19	1498	1.27	388	12,585	3.08
i. Other (Voluntary)	50	1498	3.34	299	12,585	2.39
Subtotal	258		17.22	2301		18.28
Grand Total	409		27.30	3411		27.10

*See Appendix B for individual schools (1995)

TABLE 33

AREA B SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(First Year Program)

Table 33 shows that there were 1442 students who were enrolled in Area B schools during the 1995-96 school year. Two hundred thirty-two (232) students (16.09%) left school during the school year. Seventy-nine (79) students (5.48%) continued their education in night school or another public school district. One hundred fifty-three (153) students (10.61%) discontinued their education during the 1995-96 school year which is lower than the district (11.70%). However, it should be noted that some of these students might return and continue their education.

	Area			District		
Reasons for Leaving	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	37	1442	2.57	117	12,167	0.96
b. Transfer to a Michigan School	29	1442	2.01	425	12,167	3.49
c. Transfer to Other States/Countries	13	1442	0.90	145	12,167	1.19
Subtotal	79		5.48	687		5.64
Group B: Discontinued School						
d. Non-Return	67	1442	4.65	729	12,167	5.99
e. Suspended	0	1442	0.00	23	12,167	0.19
f. Lost to Institutions	0	1442	0.00	4	12,167	0.03
g. Moved/Cannot Locate	54	1442	3.74	378	12,167	3.11
h. Overage	5	1442	0.35	124	12,167	1.02
i. Other (Voluntary)	27	1442	1.87	165	12,167	1.36
Subtotal	153		10.61	1423		11.70
Grand Total	232		16.09	2110		17.34

*See Appendix C for individual schools (1996)

TABLE 34

AREA B SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Second Year Program)

Table 34 shows that there were 1471 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. One hundred thirty-six (136) students (9.25%) left school during the school year. Sixty-four (64) students (4.36%) continued their education in night school or another public school district. Seventy-two (72) students (4.89%) discontinued their education during the 1996-97 school year which is lower than the district (5.14%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving		Area			District		
		Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A:	Continued School						
a.	Night School	6	1471	0.41	40	11,324	0.35
b.	Transfer to a Michigan School	47	1471	3.20	279	11,324	2.47
c.	Transfer to Other States/Countries	11	1471	0.75	93	11,324	0.82
	Subtotal	64		4.36	412		3.64
Group B:	Discontinued School						
d.	Non-Return	1	1471	0.07	164	11,324	1.45
e.	Suspended	0	1471	0.00	4	11,324	0.03
f.	Lost to Institutions	0	1471	0.00	7	11,324	0.06
g.	Moved/Cannot Locate	54	1471	3.67	274	11,324	2.42
h.	Overage	8	1471	0.54	60	11,324	0.53
i.	Other (Voluntary)	9	1471	0.61	73	11,324	0.65
	Subtotal	72		4.89	582		5.14
	Grand Total	136		9.25	994		8.78

*See Appendix D for individual schools (1997)

TABLE 35

AREA B SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES)
REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1995
(Before the Program)

Table 35 shows that there were 1068 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Five hundred twenty-one (521) students (48.78%) left school during the school year. One hundred eighty-eight (188) students (17.60%) continued their education in night school or another public school district. Three hundred thirty-three (333) students (31.18%) discontinued their education during the 1994-95 school year which is higher than the district (42.79%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving		Area			District		
		Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School							
a.	Night School	126	1068	11.80	488	5538	8.81
b.	Transfer to a Michigan School	52	1068	4.87	269	5538	4.86
c.	Transfer to Other States/Countries	10	1068	0.93	77	5538	1.39
	Subtotal	188		17.60	834		15.06
Group B: Discontinued School							
d.	Non-Return	80	1068	7.49	567	5538	10.24
e.	Suspended	9	1068	0.84	111	5538	2.00
f.	Lost to Institutions	1	1068	0.09	27	5538	0.48
g.	Moved/Cannot Locate	117	1068	10.96	710	5538	12.83
h.	Overage	49	1068	4.59	701	5538	12.70
i.	Other (Voluntary)	77	1068	7.21	254	5538	4.55
	Subtotal	333		31.18	2370		42.79
	Grand Total	521		48.78	3204		57.85

*See Appendix E for individual schools (1995)

TABLE 36

AREA B SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES)
REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1996
(First Year Program)

Table 36 shows that there were 833 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Three hundred sixty-seven (367) students (44.05%) left school during the school year. One hundred twelve (112) students (13.44%) continued their education in night school or another public school district. Two hundred fifty-five (255) students (30.61%) discontinued their education during the 1995-96 school year which is lower than the district (34.71%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	63	833	7.56	304	5607	5.47
b. Transfer to a Michigan School	45	833	5.40	273	5607	4.87
c. Transfer to Other States/Countries	4	833	0.48	51	5607	0.91
Subtotal	112		13.44	628		11.20
Group B: Discontinued School						
d. Non-Return	92	833	11.04	826	5607	14.73
e. Suspended	2	833	0.24	20	5607	0.36
f. Lost to Institutions	1	833	0.12	11	5607	0.20
g. Moved/Cannot Locate	92	833	11.04	545	5607	9.72
h. Overage	15	833	1.80	370	5607	6.60
i. Other (Voluntary)	53	833	16.37	175	5607	3.12
Subtotal	255		30.61	1947		34.72
Grand Total	367		44.05	2575		45.92

*See Appendix F for individual schools (1996)

TABLE 37

AREA B SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1997
(Second Year Program)

Table 37 shows that there were 604 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. One hundred thirty-six (136) students (22.52%) left school during the school year. Thirty-three (33) students (5.46%) continued their education in night school or another public school district. One hundred three (103) students (17.06%) discontinued their education during the 1996-97 school year which is lower than the district (16.44%). However, it should be noted that some of these students might return and continue their education.

	Area			District		
Reasons for Leaving	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	12	604	1.98	110	4957	2.22
b. Transfer to a Michigan School	18	604	2.98	169	4957	3.41
c. Transfer to Other States/Countries	3	604	0.50	42	4957	0.85
Subtotal	33		5.46	321		6.48
Group B: Discontinued School						
d. Non-Return	3	604	0.50	223	4957	4.50
e. Suspended	2	604	0.33	6	4957	0.12
f. Lost to Institutions	0	604	0.00	9	4957	0.18
g. Moved/Cannot Locate	77	604	12.75	339	4957	6.84
h. Overage	9	604	1.49	158	4957	3.19
i. Other (Voluntary)	12	604	1.99	80	4957	1.61
Subtotal	103		17.06	815		16.44
Grand Total	136		22.52	1136		22.92

*See Appendix G for individual schools (1997)

PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 10

There are seven (7) product variables presented in this section:

a.	Grade Point Averages (GPA's) (1)	6/1996 and 6/1997
b.	Daily Attendance (1)	6/1996 and 6/1997
c.	Credit hours attempted and earned (2)	6/1996 and 6/1997
d.	Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1996 and 4/1997
e.	Educational Status of Students (1)	6/1996 and 6/1997

The results are as follows:

TENTH GRADE/GRADE POINT AVERAGES
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Table 38 shows that Cody H.S. (1.6) has similar GPA's as the Area (1.6) but they are below the District (1.8). Detroit City H. S. (2.4) and Herman/Rogers (2.6) have higher GPA's than the Area (1.6) and the District (1.8). Mackenzie H.S. (1.5) and Northwestern H.S. (1.5) have lower GPA's than the Area (1.6) and the District (1.8).

TABLE 38

AREA B HIGH SCHOOLS TENTH GRADE/ GRADE POINT AVERAGES
1995-96

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Cody High School	457*	1.6	1418*	1.6	11,286*	1.8
Detroit City High School	30*	2.4	1418*	1.6	11,286*	1.8
Herman/Rogers Academy	5*	2.6	1418*	1.6	11,286*	1.8
Mackenzie High School	517*	1.5	1418*	1.6	11,286*	1.8
Northwestern High School	408*	1.5	1418*	1.6	11,286*	1.8

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 39 shows that Detroit City H.S. (83%) and Herman/Rogers (80%) have a higher percent of students with a GPA of 2.0+ than the Area (39%) and lower than the District (49%). Mackenzie H.S. (36%) and Northwestern H.S. (36%) have lower percents of students with GPA's of 2.0+ than the Area (39%) and the District (49%). Cody H.S. (42%) has a higher percent of students with GPA of 2.0+ than the Area (39%) but lower than the District (49%).

TABLE 39

AREA B HIGH SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES

1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	192*	42%	555*	39%	5477*	49%
Detroit City High School	25*	83%	555*	39%	5477*	49%
Herman/Rogers Academy	4*	80%	555*	39%	5477*	49%
Mackenzie High School	187*	36%	555*	39%	5477*	49%
Northwestern High School	147*	36%	555*	39%	5477*	49%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

TENTH GRADE/GRADE POINT AVERAGES
June, 1997
(Exposed to the Ninth Grade Restructuring)

Table 40 shows that Detroit City H.S. (2.2) is above the Area GPA of (1.5) and District (1.8). Cody H.S. (1.6) and Herman/Rogers (1.8) High Schools are above the Area (1.5) GPA but below the District (1.8) for Cody H.S. only. Mackenzie H.S. (1.4) and Northwestern H.S. (1.5) are below the District (1.8).

TABLE 40

AREA B HIGH SCHOOLS TENTH GRADE/ GRADE POINT AVERAGES
1996-97

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Cody High School	543*	1.6	1577*	1.5	11,013*	1.8
Detroit City High School	36*	2.2	1577*	1.5	11,013*	1.8
Herman/Rogers Academy	42*	1.8	1577*	1.5	11,013*	1.8
Mackenzie High School	557*	1.5	1577*	1.5	11,013*	1.8
Northwestern High School	399*	1.4	1577*	1.5	11,013*	1.8

*All numbers provided are from the district's data base; difference in totals are as reported in the disaggregated data program

Table 41 shows that Detroit City H.S. (72%) has a higher percent of students with a GPA of 2.0+ than the Area (38%) and the District (49%). Herman/Rogers Academy (48%) has higher percents of students with GPA's of 2.0+ than the Area (38%) but below the District (49%). Northwestern H.S. (34%) has a higher percent of students with a GPA of 2.0+ than the Area (27%) but below the District (49%). Cody H.S. (37%) and Northwestern H.S. (31%) have lower percents than the Area (38%) and the District (49%).

TABLE 41

AREA B HIGH SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES 1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	201*	37%	597*	38%	5420*	49%
Detroit City High School	26*	72%	597*	38%	5420*	49%
Herman/Rogers Academy	20*	48%	597*	38%	5420*	49%
Mackenzie High School	226*	41%	597*	38%	5420*	49%
Northwestern High School	124*	31%	597*	38%	5420*	49%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Table 42 shows that the student daily attendance for Detroit City H.S. (86%) and Herman/Rogers Academy (93%) have better daily attendance than the Area (73%) and the District (80%). Mackenzie H.S. (68%) has lower daily attendance than the Area (73%) and the District (80%). Northwestern H.S. (73%) has the same average of daily attendance as the Area (73%) but lower with the District (80%). Cody H.S. (76%) has a better daily attendance than the Area (73%) but lower than the District (80%).

TABLE 42

AREA B HIGH SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE 1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	457*	76%	1418*	73%	11,286*	80%
Detroit City High School	30*	86%	1418*	73%	11,286*	80%
Herman/Rogers Academy	5*	93%	1418*	73%	11,286*	80%
Mackenzie High School	517*	68%	1418*	73%	11,286*	80%
Northwestern High School	408*	73%	1418*	73%	11,286*	80%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 43 shows that Herman/Rogers Academy (60%) has higher percents of students with daily attendance of 92%+ than the Area (14%) and the District (29%). Mackenzie H.S. (11%) and Northwestern H.S. (11%) have lower percents of students with daily attendance of 92%+ than the Area (14%) and the District (29%). Cody H.S. (18%) and Detroit City H.S. (20%) have a higher percent of students with daily attendance of 92%+ than the Area (14%) but lower than the District (29%).

TABLE 43

AREA B HIGH SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE

1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cody High School	82*	18%	196*	14%	3267*	29%
Detroit City High School	6*	20%	196*	14%	3267*	29%
Herman/Rogers Academy	3*	60%	196*	14%	3267*	29%
Mackenzie High School	59*	11%	196*	14%	3267*	29%
Northwestern High School	45*	11%	196*	14%	3267*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1997
(Exposed to the Ninth Grade Restructuring)

Table 44 shows that the ninth grade student daily attendance for Detroit City H.S. (84%) and Herman/Rogers Academy (87%) are better than the Area (74%) and the District (80%). Mackenzie H.S. (71%) has a lower student daily attendance than both the Area (74%) and the District (80%). Cody H.S. (77%) has better daily attendance than the Area (74%) but lower than the District (80%). Northwestern H.S. (74%) has the same attendance as the Area (74%) but lower than the District (80%).

TABLE 44

AREA B HIGH SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE 1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	543*	77%	1577*	74%	11,013*	80%
Detroit City High School	36*	84%	1577*	74%	11,013*	80%
Herman/Rogers Academy	42*	87%	1577*	74%	11,013*	80%
Mackenzie High School	557*	71%	1577*	74%	11,013*	80%
Northwestern High School	399*	74%	1577*	74%	11,013*	80%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 45 shows that Herman/Rogers Academy (50%) has a higher percent of students with a daily attendance of 92%+ than the Area (17%) and the District (29%). Cody H.S. (19%) has a higher percent of students with a daily attendance of 92%+ than the Area (17%) but lower than the District (29%). Northwestern H.S. (15%) and Mackenzie H.S. (14%) have lower percents of students with daily attendance of 92%+ than both the Area (17%) and the District (29%). Detroit City H.S. (17%) has the same as the Area (17%) but lower than the District (29%).

TABLE 45

AREA B HIGH SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE 1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Cody High School	101*	19%	265*	17%	3207*	29%
Detroit City High School	6*	17%	265*	17%	3207*	29%
Herman/Rogers Academy	21*	50%	265*	17%	3207*	29%
Mackenzie High School	76*	14%	265*	17%	3207*	29%
Northwestern High School	61*	15%	265*	17%	3207*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Data in Table 46 snow that the Area B schools' attempted credit hours average is 52.4; the earned credit hours average is 49.5, a difference of 2.7 credit hours. Cody H.S. and Mackenzie H.S. are above the Area and the District averages attempted and earned credit hours. Herman/Rogers Academy, Detroit City H.S. and Northwestern H.S. are below the Area and District attempted and earned credit hours.

TABLE 46

AREA B HIGH SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ TENTH GRADE
June, 1995-96

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cody High School	465*	53.1	50.4	1466*	52.4	49.5	11,326*	51.8	48.7
Detroit City High School	31*	32.3	32.3	1466*	52.4	49.5	11,326*	51.8	48.7
Herman/Rogers Academy	20*	30.0	29.3	1466*	52.4	49.5	11,326*	51.8	48.7
Mackenzie High School	528*	55.3	51.8	1466*	52.4	49.5	11,326*	51.8	48.7
Northwestern High School	412*	50.5	47.7	1466*	52.4	49.5	11,326*	51.8	48.7

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Exposed to the Ninth Grade Restructuring)

Data in Table 47 show that the Area B schools' attempted credit hours average is 50.0; the earned Area B credit hours average is 47.4, a difference of 2.6 credit hours. Cody H.S. and Mackenzie H.S. are above the Area and the District averages for attempted and earned credit hours. Herman/Rogers and Detroit City H.S. are below the Area and the District attempted and earned credit hours. Northwestern H.S. is above the Area and District for attempted credit hours, however, is below the Area and District for earned credit hours.

TABLE 47

AREA B HIGH SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ TENTH GRADE
June, 1997

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cody High School	543*	54.8	52.1	1887*	50.0	47.4	10,926*	53.5	51.4
Detroit City High School	36*	26.1	26.0	1887*	50.0	47.4	10,926*	53.5	51.4
Herman/Rogers Academy	42*	28.6	27.5	1887*	50.0	47.4	10,926*	53.5	51.4
Mackenzie High School	557*	55.9	52.5	1887*	50.0	47.4	10,926*	53.5	51.4
Northwestern High School	399*	52.4	49.1	1887*	50.0	47.4	10,926*	53.5	51.4

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

METROPOLITAN ACHIEVEMENT TESTS
April, 1996
(Not exposed to the Ninth Grade Restructuring)

Data in Table 48 show that the Area's mean Normal Curve Equivalent (NCE) is 30.6, the District's mean NCE is 34.6 and the National's mean NCE is 50.0. Herman/Rogers (45.9) is above the Area mean NCE (30.6), and the District mean NCE (34.6). The other schools Detroit City H.S. (13.0) and Northwestern H.S. (30.5) are below the Area NCE of 30.6, the District NCE of 34.6. Cody H.S. (33.2) is above the Area (30.6) mean NCE but below the District (34.6) mean NCE. Mackenzie H.S. (30.6) is the same as the Area (30.6) but lower than tht District (34.6). All schools are below the National (50.0) mean NCE.

TABLE 48

AREA B HIGH SCHOOLS/TENTH GRADE
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1996

	N	Mean NCE	GME*
Area	804**	30.6	7.9
District	7280**	34.6	8.8
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Cody High School	288**	33.2	8.7
Detroit City High School	10**	13.0	5.4
Herman/Rogers Academy	26**	45.9	10.4
Mackenzie High School	46**	30.6	7.9
Northwestern High School	136**	30.5	7.8

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 49 show that the Area's mean NCE is 30.6, the District's mean NCE is 35.7 and the National mean NCE is 50.0. Cody H.S. (31.9) and Herman/Rogers Academy (48.9) are above the Area's mean NCE (30.6). Mackenzie has the same mean NCE (30.6) as the Area. Detroit City H.S. (15.5) and Northwestern H.S. (30.1) are below the Area's NCE (30.6). All schools are below the District's mean NCE (35.7) and the National mean NCE (50.5) except Herman/Rogers (48.9) is above the Distric't mean NCE (35.7) but below the National mean NCE (50.0).

TABLE 49

AREA B HIGH SCHOOLS/TENTH GRADE METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)

April, 1997

	N	Mean NCE	GME*
Area	807**	30.6	7.6
District	7227**	35.7	8.5
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Cody High School	288**	31.9	7.8
Detroit City High School	12**	15.5	5.7
Herman/Rogers Academy	26**	48.9	10.8
Mackenzie High School	46**	30.6	7.9
Northwestern High School	136**	30.1	7.5

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Exposed to the Ninth Grade Restructuring)

Data in Table 50 show that the Area's mean Normal Curve Equivalent (NCE) is 30.8, the District's mean NCE is 34.7 and the National's mean NCE is 50.0. Herman/Rogers (36.2) is above the Area mean NCE (30.8), and the District mean NCE (34.7). Detroit City H.S. (29.4), Mackenzie H.S. (29.3) and Northwestern H.S. (26.8) are below the Area NCE of 30.8, the District NCE of 34.7 and the National mean NCE of 50.0. Cody H.S. (34.3) is above the Area (30.8) mean NCE but below the District (34.7) mean NCE. All schools are below the National (50.0) mean NCE.

TABLE 50

AREA B HIGH SCHOOLS/TENTH GRADE METROPOLITAN ACHIEVEMENT TEST (READING) April, 1996

	N	Mean NCE	GME*
Area	878**	30.8	7.9
District	6976**	34.7	8.9
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Cody High School	326**	34.3	8.8
Detroit City High School	5**	29.4	7.8
Herman/Rogers Academy	33**	36.2	9.1
Mackenzie High School	336**	29.3	7.7
Northwestern High School	174**	26.8	7.0

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 51 show that the Area's mean NCE is 30.1, the District's mean NCE is 36.4 and the National mean NCE is 50.0. All the high schools are below the District's mean NCE of 36.4 and the National mean NCE of 50.0. All the schools are below the Area's NCE (30.1) except Detroit City H.S. (33.2). Cody H.S. (30.4) and Herman/Rogers (32.0).

TABLE 51

AREA B HIGH SCHOOLS/TENTH GRADE
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1997

	N	Mean NCE	GME*
Area	875**	30.1	7.5
District	6960**	36.4	8.6
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Cody High School	326**	30.4	7.5
Detroit City High School	4**	33.2	7.8
Herman/Rogers Academy	33**	32.0	7.8
Mackenzie High School	335**	30.1	7.5
Northwestern High School	173**	29.3	7.3

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(Not exposed to the Ninth Grade Restructuring)

Table 52 shows the number and percent of incoming 10th grade students leaving school. Cody H.S. (11.8) and Mackenzie H.S. (10.97) have lower percents of students than the Area (11.77) but higher than the District (6.74). All the other schools have higher percents of students than the Area (11.77) and the District (6.74).

TABLE 52

AREA B HIGH SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left**	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cody High School	37	320	11.88	112	951	11.77	517	7667	6.74
Mackenzie High School	34	310	10.97	112	951	11.77	517	7667	6.74
Northwestern High School	37	300	12.67	112	951	11.77	517	7667	6.74
Detroit City High School	4	21	19.04	112	951	11.77	517	7667	6.74

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school, transferred to another public school and transferred to other states/ countries.

b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices H-K - Reasons for leaving school listed by school (1996-97)

TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Exposed to the Ninth Grade Restructuring)

Table 53 shows the number and percent of incoming 10th grade students leaving school. Mackenzie H.S. (6.21), Herman/Rogers (4.44), and Northwestern H.S. (4.33) have lower percents of incoming 9th grade students leaving school than the Area (7.30) and the District (6.60). Cody H.S. (8.77), Detroit City H.S. (33.33) and Other Schools (66.67) have higher percents of incoming 9th grade students leaving school than the Area (7.30) and the District (6.60).

TABLE 53

AREA B HIGH SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cody High School	35	399	8.77	75	1028	7.30	502	7602	6.60
Mackenzie High School	21	338	6.21	75	1028	7.30	502	7602	6.60
Northwestern High School	10	231	4.33	75	1028	7.30	502	7602	6.60
Detroit City High School	3	9	33.33	75	1028	7.30	502	7602	6.60
Herman/Rogers	2	45	4.44	75	1028	7.30	502	7602	6.60

*See Appendix I for specific reasons for leaving school - by school (1997)

TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1996
(Not exposed to the Ninth Grade Restructuring)

Table 54 shows the number and percent of 10th grade students (repeating courses) leaving school. Cody H.S. (31.53) and Detroit City H.S. (17.64) have lower percents of students (repeating courses) leaving school than the Area (31.69). Mackenzie H.S. (32.64) and Northwestern H.S. (33.33) have higher percents of 10th grade students (repeating courses) leaving school than the Area (31.69). All the schools have higher percent of students (repeating courses) leaving school than the District (24.17) except Detroit City H.S. (17.64).

TABLE 54

AREA B HIGH SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cody High School	35	111	31.53	109	344	31.69	705	2917	24.17
Mackenzie High School	47	144	32.64	109	344	31.69	705	2917	24.17
Northwestern High School	24	72	33.33	109	344	31.69	705	2917	24.17
Detroit City High School	3	17	17.64	109	344	31.69	705	2917	24.17

*See Appendix J for specific reasons leaving school - by school (1996)

TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1997
(Exposed to the Ninth Grade Restructuring)

Table 55 shows the number and percent of 10th grade students (repeating courses) leaving school. Northwestern H.S. (11.03), Detroit City H.S. (6.67) and Herman/Rogers (16.67) have lower percents of 10th grade students (repeating courses) leaving school than the Area (17.62) and the District (21.68). Cody H.S. (18.07) and Mackenzie H.S. (20.76) have higher percents of students (repeating courses) leaving school than the Area (17.62) but lower than the District (21.68).

TABLE 55

AREA B HIGH SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT* JUNE, 1996-97

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cody High School	30	166	18.07	77	437	17.62	597	2753	21.68
Mackenzie High School	27	130	20.76	77	437	17.62	597	2753	21.68
Northwestern High School	17	154	11.03	77	437	17.62	597	2753	21.68
Detroit City High School	2	30	6.67	77	437	17.62	597	2753	21.68
Herman/Rogers	1	6	16.67	77	437	17.62	597	2753	21.68

*See Appendix K for specific reasons leaving school - by school (1997)

TABLE 56

AREA B HIGH SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(Not exposed to the Ninth Grade Restructuring)

Table 56 shows that there were 951 students who were enrolled in Area B schools during the 1995-96 school year. One hundred twelve (112) students (11.77%) left school during the school year. Sixty-one (61) students (6.41%) continued their education in night school or another public school district. Fifty-one (51) students (5.36%) discontinued their education during the 1995-96 school year which is higher than the District (3.18%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving		Area			District		
		Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School							
a.	Night School	28	951	2.94	67	7667	0.87
b.	Transfer to a Michigan School	26	951	2.73	144	7667	1.88
c.	Transfer to Other States/Countries	7	951	0.74	62	7667	0.81
	Subtotal	61		6.41	273		3.56
Group B: Discontinued School							
d.	Non-Return	0	951	0.00	37	7667	0.48
e.	Suspended	4	951	0.42	9	7667	0.12
f.	Lost to Institutions	0	951	0.00	4	7667	0.05
g.	Moved/Cannot Locate	26	951	2.73	89	7667	1.16
h.	Overage	4	951	0.42	76	7667	0.99
i.	Other (Voluntary)	17	951	1.79	29	7667	0.38
	Subtotal	51		5.36	244		3.18
	Grand Total	112		11.77	517		6.74

*See Appendix H for individual schools (1996)

TABLE 57

AREA B HIGH SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Exposed to the Ninth Grade Restructuring)

Table 57 shows that there were 1028 students who were enrolled in Area B schools during the 1996-97 school year. Seventy-five (75) students (7.30%) left school during the school year. Twenty-seven (27) students (2.63%) continued their education in night school or in another school system. Forty-eight (48) students (4.67%) discontinued their education during the 1996-97 school year which is higher than the District (3.98%). However, it should be noted that some of these students might return and continue their education.

	Reasons for Leaving	Area			District		
		Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A:	Continued School						
a.	Night School	7	1028	0.68	30	7602	0.40
b.	Transfer to a Michigan School	14	1028	1.36	121	7602	1.59
c.	Transfer to Other States/Countries	5	1028	0.58	48	7602	0.63
	Subtotal	27		2.63	199		2.62
Group B:	Discontinued School						
d.	Non-Return	0	1028	0.00	55	7602	0.72
e.	Suspended	0	1028	0.00	3	7602	0.04
f.	Lost to Institutions	0	1028	0.00	0	7602	0.00
g.	Moved/Cannot Locate	37	1028	3.60	153	7602	2.01
h.	Overage	7	1028	0.68	58	7602	0.76
i.	Other (Voluntary)	4	1028	0.39	34	7602	0.45
	Subtotal	48		4.67	303		3.98
	Grand Total	75		7.30	502		6.60

*See Appendix I for individual schools (1997)

TABLE 58

AREA B HIGH SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES)
REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Table 58 shows that there were 344 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. One hundred nine (109) students (31.68%) left school during the school year. Forty-two (42) students (12.20%) continued their education in night school or another public school district. Sixty-seven (67) students (19.48%) discontinued their education during the 1995-96 school year which is higher than the district (16.22%). However, it should be noted that some of these students might return and continue their education.

	Area			District		
Reasons for Leaving	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	21	344	6.10	106	2917	3.63
b. Transfer to a Michigan School	19	344	5.52	109	2917	3.74
c. Transfer to Other States/Countries	2	344	10.58	17	2917	0.58
Subtotal	42		12.20	232		7.95
Group B: Discontinued School						
d. Non-Return	0	344	0.00	81	2917	2.78
e. Suspended	0	344	0.00	5	2917	0.17
f. Lost to Institutions	1	344	0.29	2	2917	0.07
g. Moved/Cannot Locate	40	344	11.63	150	2917	5.14
h. Overage	6	344	1.75	198	2917	6.79
i. Other (Voluntary)	20	344	5.81	37	2917	1.27
Subtotal	67		19.48	473		16.22
Grand Total	109		31.68	705		24.17

*See Appendix J for individual schools (1997)

TABLE 59

AREA B HIGH SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES)
REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1997
(Exposed to the Ninth Grade Restructuring)

Table 59 shows that there were 437 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. Seventy-seven (77) students (17.62%) left school during the school year. Seventeen (17) students (3.89%) continued their education in night school or another public school district. Sixty (60) students (13.73%) discontinued their education during the 1996-97 school year which is lower than the district (15.88%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving		Area			District		
		Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A:	Continued School						
a.	Night School	8	437	1.83	73	2753	2.65
b.	Transfer to a Michigan School	4	437	0.91	64	2753	2.32
c.	Transfer to Other States/Countries	5	437	1.15	23	2753	0.84
	Subtotal	17		3.89	160		5.81
Group B:	Discontinued School						
d.	Non-Return	1	437	0.23	119	2753	4.32
e.	Suspended	0	437	0.00	3	2753	0.10
f.	Lost to Institutions	0	437	0.00	1	2753	0.03
g.	Moved/Cannot Locate	36	437	8.24	174	2753	6.32
h.	Overage	16	437	3.66	109	2753	3.95
i.	Other (Voluntary)	7	437	1.60	32	2753	1.16
	Subtotal	60		13.73	437		15.88
	Grand Total	77		17.62	597		21.68

*See Appendix K for individual schools (1997)

CONCLUSIONS

Summary of findings based on the data.

A. Principals' Perceptions of the Program

- Two (2) principals commented on twelve (12) statements.

- Mean average of all the positive statements is one hundred percent (100%)

- Preparation of ninth grade staff:

    - program was explained to total staff
    - materials were given which explained the program
    - in-service was given to the staff

- Teaching strategies:

    - cooperative learning, direct instruction, thematic units
    - working process, mastery learning, project method
    - spiral approach, peer editing, role playing one-to-one peer sharing

- Organizational changes of the program:

    - school-within-a-school
    - team teaching, block scheduling
    - homeroom students traveled together to all classes

- Concerns about the delivery of instruction:

    - use different modes of instruction
    - have teachers serve as facilitator
    - have teachers vary their teaching methods
    - remind teachers that students have different learning styles

- Reactions of stakeholders:

    Students

    - students responded positive about the program
    - students responded as interested and challenging

  Teachers

  - teachers were pleased with our efforts
  - new innovative concept requiring direction
  - structure and improving academic success

  Parents

  - parents that come into contact are highly supportive
  - very pleased and supportive of the program

- Implementation changes of the program:
  - city-wide meetings for ninth grade administrators
  - parental workshops, more funds, improve parental participation
  - common prep-period for teachers, improve student attendance
- Major challenges of the program:
  - improving academic achievement
  - improving self-concept and self-esteem
  - developing a positive, caring "self-worth" attitude
  - improving parental involvement
- Challenges of parental involvement:
  - involving more parents in the education of their children
  - involving more parents in the school activities

B. Teachers' Perceptions of the Program

- Thirty-eight (38) teachers responded to nineteen (19) statements.
- Mean average of all the positive statements is ninety percent (90%)
- Teaching strategies:
  - cooperative learning, hands-on-activities, more labs
  - organizational skills, collaborative learning, SQR3
  - student center instruction, group presentation

- Organizational changes of the program:
  - block classes with the same teachers
  - block scheduling based on curriculum
  - block scheduling and team teaching
  - separation of ninth graders from the rest of the school

- Concerns about delivery of instruction:
  - lack hands-on-materials
  - student attendance
  - student basic skills especially reading

- Reactions of stakeholers:

  Students

  - students have enjoyed and benefited from the program
  - students feel good about themselves
  - students feel more like a family

  Teachers

  - positive and cooperative
  - teaching staff enjoy the program
  - teachers enjoy the innovativeness of the program

  Parents

  - positive and supportive
  - need more parental involvement
  - supportive of the program

  Administrators

  - positive and supportive
  - administrators are very supportive
  - administrators are positive and pleased

- Implementation changes of the program:
  - lower class size would be helpful
  - more workshops are needed for the staff

- Major challenges of the program:

  - lack of inter-staff communication
  - large class size, student behavior, reading abilities
  - establishing a learning environment
  - providing interesting and challenging teaching lessons

- Challenges of parental involvement:

  - greater parental involvement
  - parents did not attend school functions
  - parents are not supporting their children in school activities

C. Students' Perceptions of the Program

- One hundred thirty-eight (138) students commented on twenty (20) statements.

- Mean average of all the positive statements is eighty-eight percent (88%)

- Liked best about the program:

  - gave me more experience
  - received support by everyone
  - liked everything about the program
  - good staff rapport with student
  - helping students work cooperatively with each other

- Liked least about the program:

  - my needs were not met by my counselor
  - poor attitudes of some ninth grade students
  - separated from the rest of the students

D. Ninth Grade Administrators' Perceptions of the Program

- Four (4) Ninth Grade Administrators commented on twelve (12) statements.

- The mean average of all the positive statements is ninety-four percent (94%).

- Preparation of staff:

  - on-going staff development sessions provided information
  - orientation meetings were held with staff
  - brainstorming sessions were held with staff

- Teaching strategies:

  - cooperative learning and teaching, direct instruction
  - student centered instruction, writing process
  - mastery learning process, project method, one-on-one peer sharing

- Organizational changes of the program:

  - organized into smaller units/academic clusters
  - block scheduling
  - school-within-a-school concept

- Anything different for tenth grade students:

  - programs that impact on the 10th graders
  - continue to provide resources
  - continue to help these students over the four years
  - continue to receive help and tutoring in the next grade

- Major concerns of the program:

  - transforming teaching practices in the classroom
  - changing the "mind-set" of teachers
  - teachers still rely on teacher-centered practices
  - teachers should be concerned about "total child"

- Reactions of stakeholders:

  Students

  - demonstrated positive response to the services provided

  - motivational attention has improved attendance
  - students developed self-worth and consider the program challenging

  Teachers

  - teachers view the program affective
  - teachers have been enthusiastic
  - teachers are very supportive

  Parents

  - some parents have responded positive to the program
  - have increased their attendance at PTSA meeting
  - parents seemed pleased with the program

- Implementation changes of the program:

  - flexibility to schedule smaller classes
  - improve parental involvement
  - improve student attendance

- Major challenges of the program:

  - improving attendance and achievement
  - involving parents in the educational process
  - reducing the violations of the Code of Conduct
  - keep staff away from the traditional approaches

- Challenges of parental involvement:

  - parental involvement in the education of their children
  - parental involvement in the school activities

NINTH GRADE DATA*

E. 1. Grade Point Averages (1995)

- Schools' grade point average ranged from 1.1 to 1.4
- Area's grade point average is 1.2
- District's grade point average is 1.5

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*The 1995 data (Without the Program) compared to 1996 and 1997 data (With the Program).

2. Grade Point Averages (1996)

- Schools' grade point average (GPA) average ranged from 1.3 to 2.3
- Area's grade point average is 1.3
- District's grade point average is 1.5

3. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.1 to 2.1
- Area's grade point average is 1.3
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 65% to 89%
- Area's daily attendance average is 72%
- District's daily attendance average is 77%

2. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 67% to 88%
- Area's daily attendance average is 72%
- District's daily attendance average is 77%

3. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 69% to 92%
- Area's daily attendance average is 73%
- District's daily attendance average is 78%

G. 1. Credit Hours Attempted and Earned (1995)

- Schools' average credit hours attempted ranged from 41.2 to 50.5
- Schools' average credit hours earned ranged from 15.3 to 34.7
- Area's average of credit hours attempted is 47.1
- Area's average of credit hours earned is 29.0
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. **Credit Hours Attempted and Earned** (1996)

- Schools' average credit hours attempted ranged from 30.0 to 55.6
- Schools' average credit hours earned ranged from 17.8 to 37.1
- Area's average credit hours attempted is 51.8
- Area's average credit hours earned is 31.5
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. **Credit Hours Attempted and Earned** (1997)

- Schools' average credit hours attempted ranged from 28.6 to 54.0
- Schools' average credit hours earned ranged from 27.7 to 50.6
- Area's average credit hours attempted is 50.3
- Area's average credit hours earned is 46.7
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. Metropolitan Achievement Test (Reading) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.1 to 7.8
- Area's GME average is 6.7
- District's GME average is 7.6
- National GME average is 9.7

2. Metropolitan Achievement Test (Mathematics) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.5 to 7.0
- Area's GME average is 6.7
- District's GME average is 7.5
- National GME average is 9.7

3. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.8 to 9.4
- Area's GME average is 6.8
- District's GME average is 7.7
- National GME average is 9.7

4. **Metropolitan Achievement Test (Mathematics)** (1996)

- Schools' grade mean equivalent (GME) ranged from 6.7 to 9.4
- Area's GME average is 6.8
- District's GME average is 7.6
- National GME average is 9.7

5. **Metropolitan Achievement Test (Reading)** (1997)

- Schools' grade mean equivalent (GME) ranged from 6.6 to 8.3
- Area's GME average is 6.8
- District's GME average is 7.1
- National GME average is 9.7

6. **Metropolitan Achievement Test (Mathematics)** (1997)

- Schools' grade mean equivalent (GME) ranged from 6.7 to 10.8
- Area's GME average is 6.8
- District's GME average is 7.6
- National GME average is 9.7

I. 1. **Incoming 9th Grade Students Leaving School*** (1995)

- Schools' discontinued average rate ranged from 12.81 to 41.67
- Area's discontinued rate is 17.22
- District's discontinued rate is 18.28

2. **Incoming 9th Grade Students Leaving School*** (1996)

- Schools' discontinued average rate ranged from 8.51 to 25.00
- Area's discontinued rate is 10.61
- District's discontinued rate is 11.70

3. **Incoming 9th Grade Students Leaving School*** (1997)

- Schools' discontinued average rate ranged from 4.13 to 8.11
- Area's discontinued rate is 4.89
- District's discontinued rate is 5.14

4. Ninth Grade Students (Repeating Courses) Leaving School* (1995)

- Schools' discontinued average rate ranged from 14.29 to 40.59
- Area's discontinued rate is 31.18
- District's discontinued rate is 42.79

5. Ninth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 14.29 to 40.59
- Area's discontinued rate is 30.61
- District's discontinued rate is 34.72

6. Ninth Grade Students (Repeating Courses) Leaving School* (1997)

- Schools' discontinued average rate ranged from 11.90 to 19.61
- Area's discontinued rate is 17.06
- District's discontinued rate is 16.44

There was an improvement for all 1997 variables over the 1995 school year (Without the Program). The greatest improvement occurred in the credit hours earned from 29.0 percent to 46.7 percent and the educational status (students leaving school) which dropped from 17.22 percent in 1995 to 4.89 percent in 1997.

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education. (See Tables 32-37, pages 79-84).

TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.5 to 2.6
- Area's grade point average is 1.6
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.4 to 2.2
- Area's grade point average is 1.5
- District's grade point average is 1.8

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 68% to 93%
- Area's daily attendance average is 73%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 71% to 87%
- Area's daily attendance average is 74%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 30.0 to 55.3
- Schools' average credit hours earned ranged from 29.3 to 51.8
- Area's average of credit hours attempted is 52.4
- Area's average of credit hours earned is 49.5
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 26.1 to 55.9
- Schools' average credit hours earned ranged from 26.0 to 52.5
- Area's average credit hours attempted is 50.0
- Area's average credit hours earned is 47.4
- District's average credit hours attempted is 53.5
- District's average credit hours earned is 51.4

H. 1. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.4 to 10.4
- Area's GME average is 7.9
- District's GME average is 8.8
- National GME average is 10.7

2. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.7 to 10.8
- Area's GME average is 7.6

- District's GME average is 8.5
- National GME average is 10.7

3. Metropolitan Achievement Test (Reading) (1997)

   - Schools' grade mean equivalent (GME) ranged from 7.0 to 9.1
   - Area's GME average is 7.9
   - District's GME average is 8.9
   - National GME average is 10.7

4. Metropolitan Achievement Test (Mathematics) (1997)

   - Schools' grade mean equivalent (GME) ranged from 7.3 to 7.8
   - Area's GME average is 7.5
   - District's GME average is 8.6
   - National GME average is 10.7

I. 1. Incoming 10th Grade Students Leaving School* (1996)

   - Schools' discontinued average rate ranged from 0.95% to 7.70%
   - Area's discontinued rate is 5.36%
   - District's discontinued rate is 3.18%

2. Incoming 10th Grade Students Leaving School* (1997)

   - Schools' discontinued average rate ranged from 0.00% to 22.22%
   - Area's discontinued rate is 4.67%
   - District's discontinued rate is 3.98%

3. Tenth Grade Students (Repeating Courses) Leaving School* (1996)

   - Schools' discontinued average rate ranged from 0.00% to 29.17%
   - Area's discontinued rate is 19.48%
   - District's discontinued rate is 16.22%

4. Tenth Grade Students (Repeating Courses) Leaving School* (1997)

   - Schools' discontinued average rate ranged from 3.23% to 18.13%
   - Area's discontinued rate is 13.73%
   - District's discontinued rate is 15.88%

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education. (See Tables 32-37, pages 79-84).

There was an improvement for only two areas. The attendance increased from 73percent to 74 percent and the educational status (students leaving school) which dropped from 5.36 percent in 1996 to 4.67 percent in 1997.

RECOMMENDATIONS

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:
  - create a school within-a-school environment
  - expanding the role of a homeroom teacher to include mentor and personal guide;
  - extending class to two periods (block scheduling) to limit the need for students to move from class to class;
  - creating clusters of students who remain together for several classes and thus can offer each other support;
  - creating alternative schools and mini-schools that offer disaffected students compensatory programs and more personalized attention.
- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.
- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:
  - schedule visits to the high schools by small groups of incoming students.
  - assign a high school student to mentor each new student.
  - have a middle school student shadow a high school student to learn what a high school day is like.
  - schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing

program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

- have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

All of the suggestions for easing the transition to ninth grade presented above have been successfully tested in school districts around the country. The experience of these school districts suggests that schools can make a real difference for students by giving special attention to the ninth grade as a pivotal year in a student's education. The experiences in Detroit, as documented in this report, add additional evidence that these approaches can yield success for Grade 9 students.

The following recommendations were made based on interviews with administrators and teachers and the surveys which solicited information regarding the program from principals, ninth grade administrators, teachers and students.

- All the ninth grade administrators indicated a district wide forum - such as a day long conference - where they could get together to discuss, disseminate and critique and/or study options for improving the success of the ninth grade restructuring initiative.

- In order for a school to be successful in carrying out their goals for restructuring, all personnel should be in place on time.

- Almost all of the administrators interviewed indicated they would like to have a school within-a-school concept. Although some of them indicated they have space problems, they should try to solve them so that all ninth grade students can be scheduled on one floor or a certain part of the building.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor should be added to the program to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructive strategies (student-centered, and active participation) improved student learning and retention. In-service should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changes.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

APPENDICES

APPENDIX A

High School Allocations Title 1
and
Ninth Grade Restructuring 31a
by Area
1996-97

TABLE 60
HIGH SCHOOL ALLOCATIONS TITLE 1 FUNDS AND NINTH GRADE RESTRUCTURING 31a FUNDS
1996-97

PARTICIPATING SCHOOLS	FREE APPS	REDUC APPS	9TH GRADE RESTRUCT. * ALLOCATION 31a	H.S. TITLE I * ALLOCATION	TOTAL
AREA A					
CASS H. S.	860	14	425,018	268,967	$693,985
CHADSEY H. S.	550	6	271,814	296,423	$568,237
COMMERCE AND BUSINESS H.S.	79	19	39,042	52,247	$91,289
CROCKETT TECHNICAL H. S.	261	33	128,988	156,742	$285,730
FREDERICK DOUGLASS ACADEMY	223	19	110,208	193,528	$303,736
FERGUSON ACADEMY	276	3	136,401	297,489	$433,890
MARTIN LUTHER KING JR. H. S.	702	48	346,933	199,926	$546,859
MILLER M.S.	106		52,386		
MURRAY - WRIGHT H. S.	143	83	564,642	653,624	$1,218,266
SOUTHWESTERN H. S.	626	45	309,374	357,734	$667,108
WESTERN INTERNATIONAL H. S.	670	19	331,119	367,330	$698,449
AREA B					
CODY H. S.	860	41	425,018	480,355	$905,373
DETROIT CITY H. S.	145	10	71,660	165,272	$236,932
HERMAN/ROGERS	25		12,355		
MACKENZIE H. S.	1114	36	550,547	613,105	$1,163,652
NORTHWESTERN H. S.	995	39	491,736	551,262	$1,042,998
AREA C					
COMMUNICATION & MEDIA ARTS	153	21	75,614	46,383	$121,997
COOLEY H. S.	837	21	413,651	457,430	$871,081
HENRY FORD H. S.	791	27	390,918	218,052	$608,970
REDFORD H. S.	1,024	37	506,068	282,828	$788,896
RENAISSANCE H. S.	172		85,004		
AREA D					
BEAUBIEN M.S.	107		52,880		
BOYKIN H.S.	221	4	109,220	179,933	$289,153
CENTRAL H.S.	864	22	426,995	472,358	$899,353
DETROIT H. S.	173	34	85,498	55,179	$140,677
HAMPTON M.S.	103		50,903		
MUMFORD H. S.	630	41	311,351	178,867	$490,218
NORTHERN H. S.	926	12	457,636	500,081	$957,717
AREA E					
DAVIS AEROSPACE TECHNICAL H	99	20	48,927	63,443	$112,370
KETTERING H. S.	1019	27	503,597	557,659	$1,061,256
OSBORN H. S.	1155	28	570,809	315,349	$886,158
PERSHING H. S.	1083	9	535,226	582,184	$1,117,410
AREA F					
BURBANK	91				
DENBY H. S.	1112	17	549,558	601,910	$1,151,468
FINNEY H. S.	726	23	403,767	399,318	$803,085
JACKSON M.S.	43		21,251		
SOUTHEASTERN H. S.	893	22	441,327	731,728	$1,173,055
VINCENT CEC	187	5	92,417	153,543	$245,960
TOTALS	20,044	785	$10,399,858	10,460,249	$20,575,328

** Includes all Middle Schools with 9th Grades.

APPENDIX B

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1995

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Cody High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	33	568	5.81
Night School	43	568	7.57
Transfer to a Michigan School	27	568	4.47
Transfer to Other States/Countries	9	568	1.58
Moved/Cannot Locate	45	568	7.92
Suspended	4	568	0.70
Overage	2	568	0.35
Other (Voluntary)	12	568	2.11
Total	175		30.78

Continued Education: 79 students (13.91%)
Discontinued Education: 96 students (16.90%)

Mackenzie High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	23	439	5.24
Night School	6	439	1.37
Transfer to a Michigan School	18	439	4.10
Transfer to Other States/Countries	4	439	0.91
Moved/Cannot Locate	26	439	5.92
Suspended	1	439	0.23
Overage	10	439	2.28
Other (Voluntary)	22	439	5.02
Total	110		25.07

Continued Education: 28 students (6.39%)
Discontinued Education: 82 students (18.68%)

Northwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	30	398	7.54
Night School	19	398	4.77
Transfer to a Michigan School	16	398	4.02
Transfer to Other States/Countries	4	398	1.01
Moved/Cannot Locate	12	398	3.02
Overage	1	398	0.25
Suspended	1	398	0.25
Other (Voluntary)	7	398	1.75
Total	90		22.61

Continued Education: 39 students (9.80%)
Discontinued Education: 51 students (12.81%)

Detroit City High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	36	5.56
Transfer to a Michigan School	3	36	8.33
Moved/Cannot Locate	4	36	11.11
Overage	6	36	16.67
Other (Voluntary)	3	36	8.83
Total	18		50.00

Continued Education: 3 students (8.33%)
Discontinued Education: 15 students (41.67%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	3	47	6.38
Transfer to a Michigan School	1	47	2.13
Transfer to Other States/Countries	1	47	2.13
Moved/Cannot Locate	5	47	10.64
Other (Voluntary)	6	47	12.76
Total	16		34.04

Continued Education: 2 students (4.25%)
Discontinued Education: 14 students (29.79%)

APPENDIX C

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Cody High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	21	530	3.96
Night School	11	530	2.08
Transfer to a Michigan School	11	530	2.08
Transfer to Other States/Countries	6	530	1.13
Moved/Cannot Locate	35	530	6.59
Overage	1	530	0.19
Other (Voluntary)	2	530	0.38
Total	87		16.41

Continued Education: 28 students (5.28%)
Discontinued Education: 59 students (11.13%)

Mackenzie High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	16	435	3.68
Night School	2	435	0.46
Transfer to a Michigan School	6	435	1.38
Transfer to Other States/Countries	6	435	1.38
Moved/Cannot Locate	13	435	2.99
Overage	1	435	0.23
Other (Voluntary)	11	435	2.53
Total	55		12.65

Continued Education: 14 students (3.22%)
Discontinued Education: 41 students (9.42%)

Northwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	28	394	7.11
Night School	22	394	5.58
Transfer to a Michigan School	9	394	2.28
Transfer to Other States/Countries	1	394	0.25
Moved/Cannot Locate	4	394	1.02
Other (Voluntary)	8	394	2.03
Total	72		18.27

Continued Education: 32 students (8.04%)
Discontinued Education: 40 students (10.05%)

Detroit City High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	36	5.56
Night School	2	36	5.56
Transfer to a Michigan School	2	36	5.56
Moved/Cannot Locate	1	36	2.77
Overage	3	36	8.33
Other (Voluntary)	3	36	8.33
Total	13		36.11

Continued Education: 4 students (11.11%)
Discontinued Education: 9 students (25.00%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	1	47	2.13
Moved/Cannot Locate	1	47	2.13
Other (Voluntary)	3	47	6.38
Total	5		10.64

Continued Education: 1 students (2.13%)
Discontinued Education: 4 students (8.51%)

APPENDIX D

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Cody High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	544	0.18
Night School	2	544	0.37
Transfer to a Michigan School	19	544	3.49
Transfer to Other States/Countries	3	544	0.55
Moved/Cannot Locate	22	544	4.04
Overage	0	544	0.00
Other (Voluntary)	0	544	0.00
Total	47		8.63

Continued Education: 24 students (4.41%)
Discontinued Education: 23 students (4.22%)

Mackenzie High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	494	0.00
Night School	5	494	1.01
Transfer to a Michigan School	15	494	3.04
Transfer to Other States/Countries	3	494	0.61
Moved/Cannot Locate	26	494	5.26
Suspended	0	494	0.00
Overage	4	494	0.81
Other (Voluntary)	4	494	0.81
Total	57		11.54

Continued Education: 23 students (4.66%)
Discontinued Education: 34 students (6.88%)

Northwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	339	0.00
Night School	1	339	0.30
Transfer to a Michigan School	10	339	2.95
Transfer to Other States/Countries	4	339	1.18
Moved/Cannot Locate	5	339	1.47
Overage	5	339	1.47
Suspended	0	339	0.00
Other (Voluntary)	4	339	1.18
Total	29		8.55

Continued Education: 15 students (4.42%)
Discontinued Education: 14 students (4.13%)

Detroit City High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	37	0.00
Transfer to a Michigan School	1	37	2.70
Moved/Cannot Locate	2	37	5.40
Overage	0	37	0.00
Other (Voluntary)	1	37	2.70
Total	2		10.80

Continued Education: 1 students (2.70%)
Discontinued Education: 3 students (8.10%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	57	0.00
Transfer to a Michigan School	2	57	3.51
Transfer to Other States/Countries	2	57	3.51
Moved/Cannot Locate	4	57	7.02
Other (Voluntary)	0	57	0.00
Total	8		14.03

Continued Education: 4 students (7.02%)
Discontinued Education: 4 students (7.02%)

APPENDIX E

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1995

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Beaubien Middle School

Error! Bookmark not defined. Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Total	0		0.00

Continued Education: 0 students (0.00%)
Discontinued Education: 0 students (0.00%)

Hampton Middle School

Error! Bookmark not defined. Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Total	0		0.00

Continued Education: 0 students (0.00%)
Discontinued Education: 0 students (0.00%)

Central High School

Error! Bookmark not defined. Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	25	195	12.82
Night School	76	195	38.97
Transfer to a Michigan School	6	195	3.08
Transfer to Other States/Countries	5	195	2.56
Moved/Cannot Locate	8	195	4.10
Overage	4	195	2.05
Other (Voluntary)	13	195	6.67
Total	137		70.25

Continued Education: 87 students (44.62%)
Discontinued Education: 50 students (25.63%)

Mumford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	41	213	19.25
Night School	1	213	0.46
Transfer to a Michigan School	3	213	1.41
Transfer to Other States/Countries	3	213	1.41
Moved/Cannot Locate	3	213	1.41
Overage	5	213	2.35
Other (Voluntary)	9	213	4.23
Total	65		30.52

Continued Education: 7 students (3.29%)
Discontinued Education: 58 students (27.23%)

Northern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	23	193	11.92
Night School	21	193	10.88
Transfer to a Michigan School	6	193	3.11
Transfer to Other States/Countries	2	193	1.04
Lost to Institutions (Except Youth Home)	1	193	33.15
Moved/Cannot Locate	64	193	0.52
Suspended	3	193	1.55
Overage	11	193	5.70
Other (Voluntary)	8	193	4.15
Total	139		72.02

Continued Education: 29 students (15.02%)
Discontinued Education: 110 students (57.00%)

Boykin CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	20	5.00
Transfer to a Michigan School	1	20	5.00
Moved/Cannot Locate	1	20	5.00
Overage	5	20	25.00
Suspended	6	20	30.00
Total	16		80.00

Continued Education: 1 students (5.00%)
Discontinued Education: 13 students (65.00%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	7	19	36.84
Moved/Cannot Locate	2	19	10.53
Total	9		47.37

Continued Education: 7 students (36.84%)
Discontinued Education: 3 students (15.79%)

APPENDIX F

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Cody High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	16	257	5.82
Night School	25	257	9.09
Transfer to a Michigan School	7	257	2.54
Transfer to Other States/Countries	1	257	0.36
Lost to Institutions (Except Youth Home)	55	257	20.00
Moved/Cannot Locate	1	257	0.36
Other (Voluntary)	7	257	2.18
Total	111		43.19

Continued Education: 33 students (12.00%)
Discontinued Education: 79 students (28.72%)

Mackenzie High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	30	271	11.07
Night School	2	271	0.74
Transfer to a Michigan School	7	271	2.58
Transfer to Other States/Countries	2	271	0.74
Suspended	1	271	0.37
Moved/Cannot Locate	33	271	12.18
Overage	6	271	2.21
Other (Voluntary)	40	271	15.02
Total	121		44.65

Continued Education: 11 students (4.06%)
Discontinued Education: 110 students (40.59%)

Northwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	42	255	16.47
Night School	36	255	14.12
Transfer to a Michigan School	29	255	11.37
Transfer to Other States/Countries	1	255	0.39
Suspended	1	255	0.39
Moved/Cannot Locate	2	255	0.78
Overage	3	255	1.17
Other (Voluntary)	2	255	0.78
Total	116		45.49

Continued Education: 66 students (25.88%)
Discontinued Education: 50 students (19.61%)

Detroit City High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	4	43	9.30
Transfer to a Michigan School	5	43	11.63
Moved/Cannot Locate	2	43	4.65
Overage	6	43	13.95
Other (Voluntary)	1	43	2.33
Total	18		41.86

Continued Education: 5 students (11.63%)
Discontinued Education: 13 students (30.23%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Other (Voluntary)	1	7	14.29
Total	1		14.29

Continued Education: 0 students (0.00%)
Discontinued Education: 1 students (14.29%)

APPENDIX G

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Cody High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	163	0.61
Night School	9	163	5.52
Transfer to a Michigan School	2	163	1.23
Transfer to Other States/Countries	1	163	0.61
Moved/Cannot Locate	29	163	17.79
Suspended	0	163	0.00
Overage	0	163	0.00
Other (Voluntary)	1	163	0.00
Total	43		23.37

Continued Education: 12 students (7.36%)
Discontinued Education: 31 students (19.01%)

Mackenzie High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	209	0.40
Night School	1	209	0.48
Transfer to a Michigan School	7	209	3.35
Transfer to Other States/Countries	1	209	0.48
Moved/Cannot Locate	31	209	14.83
Suspended	0	209	0.00
Overage	4	209	1.91
Other (Voluntary)	5	209	2.39
Total	50		23.92

Continued Education: 9 students (4.31%)
Discontinued Education: 41 students (19.61%)

Northwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	190	0.00
Night School	2	190	1.05
Transfer to a Michigan School	7	190	3.67
Transfer to Other States/Countries	1	190	0.53
Moved/Cannot Locate	17	190	8.95
Suspended	1	190	0.53
Overage	4	190	2.11
Other (Voluntary)	4	190	2.11
Total	36		18.95

Continued Education: 10 students (5.26%)
Discontinued Education: 26 students (13.69%)

Detroit City High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	42	2.38
Night School	0	42	0.00
Transfer to a Michigan School	2	42	4.76
Transfer to Other States/Countries	0	42	0.00
Lost to Institutions (Except Youth Home)	0	42	0.00
Moved/Cannot Locate	0	42	0.00
Overage	1	42	2.38
Other (Voluntary)	3	42	7.15
Total	7		16.67

Continued Education: 2 students (4.25%)
Discontinued Education: 5 students (11.90%)

APPENDIX H

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Cody High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	320	0.00
Night School	8	320	2.50
Transfer to a Michigan School	5	320	1.57
Transfer to Other States/Countries	3	320	0.94
Moved/Cannot Locate	21	320	6.56
Overage	0	320	0.00
Other (Voluntary)	1	320	0.31
Total	37		11.88

Continued Education: 16 students (5.00%)
Discontinued Education: 21 students (6.56%)

Mackenzie High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	310	0.00
Night School	2	310	0.65
Transfer to a Michigan School	5	310	1.61
Transfer to Other States/Countries	3	310	0.97
Moved/Cannot Locate	5	310	1.61
Suspended	2	310	0.65
Overage	3	310	0.97
Other (Voluntary)	14	310	4.52
Total	34		10.98

Continued Education: 10 students (3.24%)
Discontinued Education: 24 students (7.74%)

Northwestern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	300	0.00
Night School	17	300	5.67
Transfer to a Michigan School	16	300	5.34
Transfer to Other States/Countries	0	300	0.00
Moved/Cannot Locate	0	300	0.00
Overage	1	300	0.33
Suspended	1	300	0.33
Other (Voluntary)	2	300	0.67
Total	37		12.33

Continued Education: 33 students (11.00%)
Discontinued Education: 4 students (1.33%)

Detroit City High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	1	21	4.76
Transfer to Other States/Countries	1	21	4.76
Moved/Cannot Locate	1	21	4.76
Overage	1	21	4.76
Other (Voluntary)	0	21	4.76
Total	4		26.86

Continued Education: 2 students (0.95%)
Discontinued Education: 2 students (0.95%)

APPENDIX I

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Cody High School

Error! Bookmark not defined. Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	399	0.00
Night School	5	399	1.25
Transfer to a Michigan School	3	399	0.75
Transfer to Other States/Countries	2	399	0.50
Moved/Cannot Locate	25	399	6.27
Overage	0	399	0.00
Other (Voluntary)	0	399	0.00
Total	35		8.77

Continued Education: 10 students (2.51%)
Discontinued Education: 25 students (6.26%)

Mackenzie High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	338	0.00
Night School	1	338	0.30
Transfer to a Michigan School	4	338	1.19
Transfer to Other States/Countries	2	338	0.59
Moved/Cannot Locate	10	338	2.96
Suspended	0	338	0.00
Overage	3	338	0.89
Other (Voluntary)	1	338	0.30
Total	21		6.21

Continued Education: 5 students (1.48%)
Discontinued Education: 16 students (4.73%)

Northwestern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	231	0.00
Night School	2	231	0.87
Transfer to a Michigan School	3	231	1.31
Transfer to Other States/Countries	1	231	0.43
Moved/Cannot Locate	2	231	0.43
Overage	1	231	0.87
Suspended	0	231	0.43
Other (Voluntary)	1	231	0.43
Total	10		4.33

Continued Education: 6 students (2.60%)
Discontinued Education: 4 students (1.73%)

Detroit City High School

Reasons for Leaving	Number Left	th Grade Population	Percent Left
Night School	1	9	11.11
Transfer to a Michigan School	0	9	0.00
Moved/Cannot Locate	0	9	0.00
Overage	1	9	11.11
Other (Voluntary)	1	9	11.11
Total	3		33.33

Continued Education: 1 students (11.11%)
Discontinued Education: 2 students (22.22%)

Herman/Rogers

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	45	0.00
Transfer to a Michigan School	1	45	2.22
Transfer to Other States/Countries	1	45	2.22
Moved/Cannot Locate	0	45	0.00
Other (Voluntary)	0	45	0.00
Total	2		4.44

Continued Education: 2 students (4.44%)
Discontinued Education: 0 students (0.00%)

APPENDIX J

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Cody High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	111	0.00
Night School	8	111	7.21
Transfer to a Michigan School	2	111	1.80
Transfer to Other States/Countries	1	111	0.90
Moved/Cannot Locate	22	111	19.82
Other (Voluntary)	2	111	1.80
Total	35		31.53

Continued Education: 11 students (9.91%)
Discontinued Education: 24 students (21.62%)

Mackenzie High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	144	0.00
Night School	4	144	2.78
Transfer to a Michigan School	0	144	0.00
Transfer to Other States/Countries	1	144	0.69
Suspended	0	144	0.00
Moved/Cannot Locate	17	144	11.81
Overage	6	144	4.17
Other (Voluntary)	19	144	13.19
Total	47		32.64

Continued Education: 5 students (3.47%)
Discontinued Education: 42 students (29.17%)

Northwestern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	255	16.47
Night School	9	255	14.12
Transfer to a Michigan School	15	255	11.37
Transfer to Other States/Countries	0	255	0.39
Suspended	0	255	0.39
Moved/Cannot Locate	0	255	0.78
Overage	0	255	1.17
Other (Voluntary)	0	255	0.78
Total	24		45.49

Continued Education: 24 students (33.33%)
Discontinued Education: 0 students (0.00%)

Detroit City High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	17	0.00
Transfer to a Michigan School	2	17	11.76
Moved/Cannot Locate	1	17	5.88
Overage	0	17	0.00
Other (Voluntary)	0	17	0.00
Total	3		17.64

Continued Education: 2 students (11.76%)
Discontinued Education: 1 students (5.88%)

APPENDIX K

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Cody High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	166	0.00
Night School	4	166	2.41
Transfer to a Michigan School	2	166	1.20
Transfer to Other States/Countries	3	166	1.81
Overage	1	166	0.60
Moved/Cannot Locate	19	166	11.45
Suspended	1	166	0.60
Total	35		18.07

Continued Education: 9 students (7.76%)
Discontinued Education: 21 students (18.13%)

Mackenzie High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	1	130	0.77
Night School	1	130	0.77
Transfer to a Michigan School	1	130	0.77
Transfer to Other States/Countries	1	130	0.77
Moved/Cannot Locate	14	130	10.77
Overage	6	130	4.61
Other (Voluntary)	3	130	2.31
Total	27		20.77

Continued Education: 4 students (3.08%)
Discontinued Education: 23 students (17.69%)

Northwestern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	154	0.00
Night School	2	154	1.30
Transfer to a Michigan School	1	154	0.65
Transfer to Other States/Countries	0	154	0.00
Suspended	0	154	0.00
Moved/Cannot Locate	3	154	1.95
Overage	7	154	4.54
Other (Voluntary)	4	154	2.60
Total	17		11.04

Continued Education: 3 students (1.95%)
Discontinued Education: 14 students (9.09%)

Detroit City High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night-School	1	31	3.23
Transfer to a Michigan School	0	31	0.00
Moved/Cannot Locate	0	31	0.00
Overage	0	31	0.00
Other (Voluntary)	1	31	3.23
Total	2		6.46

Continued Education: 1 students (3.23%)
Discontinued Education: 1 students (3.23%)

Other Schools

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to Other States/Countries	1	19	14.29
Total	1		14.29

Continued Education: 0 students (0.00%)
Discontinued Education: 1 students (16.67%)

APPENDIX L

Literature Review and Bibliography Sources

LITERATURE REVIEW[1]

Based on the literature review, it is apparent that effective programs address several levels of students' experiences:

- At the individual level, interpersonal relationships with adults in school
- At the classroom level, the instructional approaches and curriculum content
- At the school level, the policies which are relevant to dropouts, particularly tracking, absenteeism, suspension, retention (holding a student back to repeat a grade level), and personnel
- At the community level, the involvement of parents and community agencies which serve youth

At each level of students' experiences it is necessary to make the school experience relevant to students' needs.

Deschamps (1992) study examined research from 1980 to 1992 that addressed characteristics of high school dropouts. Data from 32 empirical studies were synthesized into an integrative review. A list of the most common characteristics of high school dropouts was generated and the major policy issues related to dropping out were identified and addressed. Four major categories of dropout characteristics were found: demographic, social and family, deviant behavior in society, and in-school. Some of the more common characteristics of dropouts included ethnicity, low socioeconomic status, coming from a single-parent family, a high rate of absenteeism, disciplinary problems, grade retention, low academic performance, and poor achievement test scores. The major policy issues related to the dropout problem included: the lack of uniform definition of the term dropout; the inaccuracy of statistics measuring local, state and national dropout rates; the correlation between grade retention and dropping out; the dropout rate in special education; and the need for more research on how many dropouts return to school or receive their Graduate Equivalency Diploma.

Because children who live in poverty drop out of school disproportionately, some might argue that important factors influencing high school graduation rates are not within the school's control. Though there are powerful economic and social forces influencing school attendance among poor, urban youth, intervention programs have been successful in affecting drop out rates. This review attempts to identify those factors within the realm of the school's control which can make going to school and graduating worthwhile to students who might otherwise drop out of school.

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[1] See Bibliography Sources in Appendix G. ERIC search abstracts were used for some of the data.

Interpersonal Relationships

The importance of students' interpersonal relationships with adults in the school is stressed more frequently than almost any other feature or effective programs.

Individualized Treatment/Instruction:

Several studies suggest that treating students as individuals helps to reduce the dropout rate. In Cippollone's study of six schools with differential dropout rates (1987), schools with lower dropout rates had administrators and teachers who were more willing to look at students individually and later specify discipline practices accordingly. Hess, Jr. and others (1986) cite more interaction between teachers and students as characteristic of schools with lower dropout rates in their study of eight Chicago high schools.

Small classes provide an opportunity for more frequent and more intimate contact between students and teachers. Ruby and Law's paper to the American Association of School Psychologists (1987) asserts that successful dropout programs have low student/teacher ratios and provide personal attention.

Caring:

Caring staff is repeatedly cited as an essential component of successful dropout prevention programs. It is also probably the most difficult component to operate. Mann (1985) suggests that teachers should know students by name and ask about their personal lives.

Finally, Cippollone's study of six schools with differential dropout rates (1987) concludes that in schools with lower dropout rates the staff had a sense of advocacy for students and were more willing to become involved in the social and affective needs of students.

Cultural Differences:

McLaughlin (1994) summarized various theories developed to explain minority language learners' failures to thrive in existing school systems. These theories may provide ideas for understanding dilemmas faced by minority youths.

Education psychologists have focused on the individual learner who, they believe, arrives at school broken by impoverishing home and community experiences. This deficit theory calls for helping individual students acquire mastery of skills before moving ahead, as well as providing enrichment to overcome deficits in background experiences.

Organizational theorists have focused on schools and school systems which they see as the primary culprits in school failure. These schools effectiveness proponents call for school restructuring and systemic reform efforts, including rethinking such important issues as how time is used and who is involved in planning and decision making.

Sociologists and anthropologists have focused on powerful economic and political structures that underpin all aspects of society and "create arrangements......that systematically give voice to some and deny it to others" and are structured "around successful and unsuccessful competence displays such that winners and losers are inevitable" (McLaughlin, p. 53). These critical theorists call for teachers as coaches, pedagogy as problem solving, and a curriculum that addresses important themes connected to the lives of students.

Lastly, sociolinguists have a narrower focus on the teacher-learner interaction, where they find constant miscommunication resulting from different cultural and linguistic preferences for interaction. Cultural differences theorists believe solutions lie in teachers becoming knowledgeable about the culture and language of their students and adopting curriculum and teaching methods to students' needs.

The idea of cultural discontinuity contains elements of both of the last two theories just described. Increasingly, it has become an explanation for the difficulties minority students face in adjusting to and finishing high school.

Theories of cultural discontinuity have their origins in the anthropological studies of ethnic minority groups within a dominant, majority culture. According to students of cultural discontinuity theory, minority children having been initially raised in a distinctive culture of their own, are often thrust into a school system that promotes the values of the majority culture--not those of their own. If the resulting clash of culture continues, the minority child may feel forced to choose one culture at the expense of the other. A tragic paradox emerges: success (in school) becomes failure (in the community), and failure becomes success. Moreover, it has been argued that failure is not simply the passive act of neglecting to complete required tasks, but that it may be a status that is actively pursued by ethnic minority students in order to preserve their culture of origin. In other words, failure in school is a tacit cultural goal that must be achieved (McDermott, 1987; Spindler, 1987).

Self-Esteem:

An analysis of the research and scholarly literature (Walz, 1991) suggests a number of significant findings and generalizations about the importance and the effects of self-esteem upon youth and adults. Overall it would appear that self-esteem can be envisaged as a "social vaccine," a dimension of personality that empowers people and inoculates them against a wide spectrum of self-defeating and socially undesirable behavior (California Task Force to Promote Self-Esteem, 1990.) Among the more compelling generalizations to be made are the following:

- The family is a strong force in the development of self-esteem. The early years are particularly important in establishing an "authentic and abiding self-esteem" in a person.
- High parental self-esteem is crucial to the ability to nurture high self-esteem and personal effectiveness in children.
- School climate plays an important role in the development of the self-esteem of students. Schools that target self-esteem as a major school goal appear to be "more successful academically as well as in developing healthy self-esteem among their students." (California Task Force to Promote Self-Esteem, 1990, p. 5.)
- Self-esteem and achievement may be either the cause or the effect of each other, depending upon the person and the particular situation in which they function.
- Young girls who possess positive self-esteem are less likely to become pregnant as teenagers.
- Persons who hold themselves in high esteem are less likely to engage in destructive and self-destructive behavior including child abuse, alcohol and drug abuse, violence and crime.
- Exclusive attention to just self-esteem or personal achievement may well result in less favorable outcomes in either or both areas than when an approach is used which attends to both self-esteem and achievement. Walz (1991) in postulating the presence of an "esteem-achievement connection" emphasize the importance of presenting students with challenging experiences that enable the student to "earn" high esteem by successfully coping with difficult tasks.
- The choice to esteem oneself or not is ultimately the responsibility of the individual no matter what the background and prior experiences of the individual may be. High self-esteem can never be given to a person by another person or society. It must be sought, "earned" by the individual for him or herself.

- Self-esteem may be expressed as an overall generic characteristic, i.e., "she exhibits a high self-esteem" or as a more specific behavioral attribute, i.e., "he certainly has a high sense of self-esteem in tackling a difficult writing task, but he has absolutely no belief in his competence to do anything numerical." The experience of many counselors would favor a counseling intervention that explores a client's overall self-esteem (enhancing his/her generic self-esteem), but also focuses upon blockages which retard the expression of high self-esteem in specific areas.

- Writers and researchers show general, although by no means complete, agreement on the preconditions necessary for someone to demonstrate high self-esteem. Among the commonly used terms are: security, connectedness, uniqueness, assertiveness, competence, and spirituality.

Research shows (Waltz, 1991) that gaining greater knowledge and understanding of self-esteem can be beneficial to a counselor. However, to specifically impact upon a client's self-esteem requires greater focus and effort upon the part of the counselor. Six action steps are suggested as guides for how a counselor can intervene to assist clients in enhancing their own self-esteem.

- Acknowledge that the self-esteem of a client is a vital determinant in his/her behavior and should be a major focus of the counseling relationship.

- Explore with the client the meaning of self-esteem and how his/her self-esteem has impacted upon past behaviors and actions (and can influence present and future plans and decisions.)

- Assist the client in assessing the internal and external forces contributing to or retarding their self-esteem. Develop a personally meaningful profile of esteem builders and detractors.

- Recognize that the self-esteem of the counselor has a stimulating or depressing effect upon the esteem of a client and that each needs to be aware of his/her self-esteem and its effect upon others.

- Assist the client in designing a self-esteem enhancement program that is customized to her/his learning style and desired goals.

- Above all else, act upon the conviction that self-esteem is a disposition to know ones self as someone who is competent to cope with the realities and demands of life and as personally worthy of experiencing joy and happiness. Acting upon this conviction a counselor will then know that she/he can neither bestow nor induce self-esteem in another person. Through their efforts, however, counselors can assist a person to learn the processes by which they can examine the antecedents of their self-esteem, and take responsibility for thinking and acting in ways which will heighten their own self-esteem and hence their capacity to experience life confidently and joyously.

Student Motivation:

Much of the recent research on student motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge. Making the classroom a place that naturally motivates students to learn is much easier when students and teachers function in an atmosphere where academic success and the motivation to learn are expected and rewarded.

An environment that nurtures educational motivation can be cultivated at home, in the classroom, or throughout an entire school. One of the most effective avenues for engendering student motivation is a school's culture. According to Deal (1987), school culture can be embodied and transformed through channels such as shared values, heroes, rituals, ceremonies, stories, and cultural networks.

Davis (1989) suggests using a wide variety of activities and symbols to communicate motivational goals. "Visible symbols," he says, "illustrate and confirm what is considered to be important in the school." He suggests using "school newsletters, statements of goals, behavior codes, rituals, symbols, and legends" to "convey messages of what the school really values." Staging academic awards assemblies, awarding trophies for academic success and displaying them in trophy cases, scheduling motivational speakers, and publicizing students' success can help them see that the desire to be successful academically is recognized and appreciated.

Klug (1989) notes that school leaders can influence levels of motivation by "shaping the school's instructional climate," which in turn shapes "the attitudes of teachers, students, parents, and the community at large toward education." By effectively managing this aspect of a school's culture, principals can "increase both student and teacher motivation and indirectly impact learning gains."

School administrators can take advantage of times of educational change by including strategies for increasing student motivation. Acknowledging that school restructuring is inevitable, Maehr (1991) challenges school leaders to ensure that "motivation and the investment in learning of students will be enhanced" as a result of school reform. School leaders have seldom "considered motivation vis-a-vis the current restructuring movement," he says, "and few have considered that the school as an entity in its own right, may have effects that supersede those of individual classrooms and the acts of individual teachers."

A positive "psychological environment" strongly influences student motivation, says Maehr. School leaders can create this type of environment by establishing policies and programs that:

- stress goal setting and self-regulation/management
- offer students choices in instructional settings
- reward students for attaining "personal best" goals
- foster teamwork through group learning and problem-solving experiences
- replace social comparisons of achievement with self-assessment and evaluation techniques
- teach time management skills and offer self-paced instruction when possible

Instructional Approaches

The research on dropouts almost universally recommends non-traditional instructional approaches in small class groups. Research suggests utilizing low student/teacher ratios, a multi-media approach, and flexible course scheduling.

Low Student/Teacher Ratios:

Low student/teacher ratios provide greater opportunities for personalized attention. The U.S. General Accounting Office's survey of dropout program (1987) found that individualized instruction favorably influenced dropout reduction.

Many large urban school districts where the dropout problem is particularly acute do not have the resources to provide the recommended student/teacher ratios. However, as Strother (1986) points out, "large schools make it difficult for teachers to respond to individual student's needs." Wheelock and Dorman (1988) address this problem in their research findings regarding adolescents by recommending a team teaching approach, homerooms, and teacher-based counseling as ways to create "smallness within bigness."

Wheelock (1990) states that recent literature suggests it is not students' backgrounds, but schools' response to students' backgrounds that determine students' success in school. School practices and policies adopted in response to student performance in attendance, academics, and behavior also have a significant impact on students' decision to leave school before graduating.

According to a literature review by Quinn (1991) school practices such as placement of at-risk students in alternative, nontraditional programs, individualized counseling, low student-teacher ratio, and peer tutoring successfully lower dropout rates, whereas remediation, retention in grade, tracking, and suspension exacerbate the problem.

Multi-Media Approach:

Media refers to the means of communication. Students at risk are not responding to traditional methods of teaching, such as lectures and seat work. Many researchers feel that creative approaches are needed, particularly to teach basic reading and math skills to older students. Such approaches provide students with opportunities to experience success in school where they have previously failed.

Other researchers support the concept of a multi-media approach which allows students to experience success. Wheelock and Dorman (1988) suggest varying teaching methods and using diverse instructional approaches to provide multiple opportunities for success.

Flexible Scheduling:

In addition to innovation and variety of instructional approaches, changes in the scheduling of classes are encouraged. The U.S. General Accounting Office survey of programs (1987) finds that "flexibility in curriculum and school hours are important to prevent dropping by students unable to progress in the standard school setting."

Cooperative Learning:

Johnson and Johnson (1987) are well-known proponents of this last type of grouping, called cooperative learning. These heterogeneous groups are based on positive interdependence among the group members who help and support one another. Their goals focus on bringing each member's learning to the maximum and on maintaining good working relationships among members. "Nothing is more basic than learning to use one's knowledge in cooperative interaction with others," the Johnsons' state. And they continue: "Greater achievement is typically found in collaborative situations where peers work together than in situations where individuals work alone..."

Johnson and Johnson (1987) recommend assigning students of high, medium, and low abilities in the same group. They also suggest that it is very beneficial for those students who are not as task oriented as others to be put with their more academically oriented peers. Teachers should allow students to choose one person with whom they would like to work, and then carefully place these pairs with others to maximize the heterogeneous makeup of each group.

As the group works together as a team, some of the benefits predicted for individual members are higher critical thinking competencies, more positive social interaction with classmates, improved collaborative competencies, an understanding of other perspectives, and more self-esteem. The Johnson's believe that:

- Cooperative learning procedures may be used successfully with any type of academic task, although they are most successful when conceptual learning is required.

- Whenever possible, cooperative groups should be structured so that controversy and academic disagreements among group members are possible and are managed constructively.

- Students should be encouraged to keep each other on task and to discuss assigned material in ways that ensure elaborate rehearsal and the use of higher learning strategies.

- Students should be encouraged to support each other's efforts to achieve.

Educators must make many choices every year about grouping arrangements. Good teachers who provide supportive environments for their students and who are aware of the strengths and weaknesses of grouping will make the decisions that are right for themselves, for their classroom situation, and for their students.

Cross-Age Tutoring:

Although references in the literature to cross-age and peer tutoring programs are sparse (Natriello and others, 1988), (Wheelock, 1988), these programs appear to produce significant results. Cross-age tutoring seems to meet several needs of students at risk:

- Feeling important, competent, and needed in a school setting

- Developing an interpersonal, interdependent relationship with someone in school

- Reviewing basic math and reading skills without the stigma of remedial education

- Active involvement in the learning process
- Providing individualized instruction to younger students

- Providing an opportunity for community service

Gaustand (1993) states that one to one tutoring programs, such as peer and cross-age tutoring, can result in emotional and learning benefits for the tutor and the tutee. In cross-age tutoring, the tutor is older than the tutee. Advantages of these programs are that tutors are better than adults in relating to their tutees on a cognitive, emotional, and social level. Also, cross-age tutoring offers the tutor the higher status of being older but still being close in age. Tutors can benefit from cross-age and peer tutoring because it allow them to review material, and to improve thinking and communication skills.

Positive Discipline

Criticizing, discouraging, creating obstacles and boundaries, blaming, shaming, using sarcastic or cruel humor, or using physical punishment are some negative disciplinary methods used with young children.

Any adult might occasionally do any of these things. Doing any or all of them more than once in a while means that a negative approach to discipline has become a habit and urgently needs to be altered before the child experiences low self-esteem as a permanent part of his/her personality.

ERIC (1990) in an article on "Positive Discipline" states the following as good approaches to discipline:

- increase a student's self-esteem

- allow the student to feel valued

- encourage the student to feel cooperative

- enable the student to learn gradually the many skills involved in taking some responsibility for what happens to him/her

- motivate the student to change his/her strategy rather than to blame others

- help the student to take initiative, relate successfully to others, and solve problems

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve non-criminal student behavior (Moles, 1989).

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time.

As educator researcher Daniel Duke (1989) points out, "The goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

When John Hopkins University researchers Gary D. Gottfredson and Denise C. Gottfredson (1989) analyzed data from over 600 of the nation's secondary schools, they found that the following school characteristics were associated with discipline problems:

- rules were unclear or perceived as unfairly or inconsistently enforced
- students did not believe in the rules
- teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct
- teacher-administration cooperation was poor or the administration inactive
- teachers tended to have punitive attitudes
- misconduct was ignored
- schools were large or lacked adequate resources for teaching

Written policies should be developed with input from everyone who will be affected by them. Once developed, discipline policies must be communicated to staff, students, parents and community. But a policy on paper is meaningless in itself. Ongoing administrative support, in-service training in new techniques, continued communication, and periodic evaluation and modification are needed to adopt a school discipline plan to the changing needs of the school community.

Curriculum Content

The curriculum content is the "what" of instruction, or the information and knowledge which the school system attempts to convey to its students.

The research on dropouts consistently recommends a curriculum which focuses on infusing basic skills, stressing practical skills, and offering a multiple abilities curriculum.

Basic Skills Instruction:

Students who are at risk of dropping out are typically those who exhibit poor basic academic skills (Wheelage, 1988). Often middle school curriculums assume basic reading comprehension and math skills, however, many students may not have mastered these basic skills yet (Wheelock and Dorman, 1988). Students who are weak in basic skills at the middle school level have increased difficulties in high school. It is extremely important that dropout prevention programs recognize and address the need for students to master basic reading and math skills.

Hornbeck (1991) states that while research has shown that computer-assisted instruction (CAI) can help at-risk students learn basic skills such as reading, writing and mathematics, studies have also revealed that CAI helps students think critically, solve problems and draw inferences.

Stress Practical Skills:

Because the irrelevance of the school experience to students' needs is considered to be the major cause of dropping out, stressing practical skills is recommended by some researchers. Ruby and Law's paper presented at the Annual Meeting of School Psychologists (1987) states that successful programs stress the immediate and practical and offer opportunities for paid employment. Strother (1986) also recommends that the curriculum should focus on real-life problems.

Multiple Abilities Curriculum:

Students who do not experience success in school may not have opportunities to use their strongest abilities as part of traditional curriculums. A multiple abilities curriculum provides a chance for students to use a wide range of skills to earn credit towards graduation.

Natriello and others (1988) assert that schools should offer a multiple abilities curriculum and move beyond the narrow range of academic tasks which rely on reading skills to allow students to experience success. Wheelage (1988) recommends an "experiential" curriculum including community service, career internship, political/social action, and/or outdoor adventure.

Researchers (1990) of the Office of Research, Evaluation and Assessment, New York City Board of Education, state that poor and minority students are at the greatest risk of failure because of a gap between home and school. This gap is the difference in the expectations parents and teachers have of students, and between the social and language skills required of students at home and at school. When the schools represent an alien culture to students and fail to represent parental interests, students disengage from the school culture and the socioeconomic universe it represents. The following traditional compensatory education approaches are not effective in educating at-risk students: (1) retention; (2) pullout programs; and (3) in-class aides. The following strategies are more promising: (1) reduced class size; (2) early intervention; (3) cohesive social unit; (4) comprehensive services; (5) intensive interventions; (6) bilingual instructional services (7) culturally sensitive programs (8) built-in flexibility; (9) active teaching; (10) engaged learning; (11) cooperative learning; and (12) community involvement.

School Policies

Monitoring/Early Intervention:

The importance of identifying potential dropouts early and then immediately taking action to re-engage them in the school is almost universally agreed upon in the literature on dropout prevention.

Some researchers recommend monitoring and intervention at the earliest points in a student's career. Gruskin and other (1987) recommend good preschool and early childhood programs and Beck and Muia (1980) suggest intervention in nursery school and kindergarten. Those who advocate monitoring and intervention in early elementary school include Walz (1987).

The middle school years are viewed by other researchers as the critical monitoring and intervention stage because this is when students begin to feel disconnected (Sherwood, 1987), (Massachusetts Advocacy Center, 1986), (Wheelock an Dorman, 1988).

Other researchers who advocate monitoring and early intervention include, Natriello and others (1988), Naylor (1987), O'Connor (1985), Sherman (1987), Strother (1986), and Sween and Kyle (1987).

Focus on Absenteeism:

Chronic absenteeism is an obvious early warning sign of potential dropout (Sherman, 1987), (U.S. General Accounting Office, 1987), (Wheelage, 1988). The school's reaction to a student's absenteeism can send a strong message to the student regarding his or her importance to the school. The school's efforts to promote daily school attendance help to reduce dropout rates (Walz, 1987).

Bonikowski (1987), suggests nurturing a cooperative, rather than an adversarial, relationship with parents regarding students' attendance. Wheelock and Dorman's (1988) suggestions include the following:

- Establish an attendance team for monitoring attendance
- Interview students regarding reasons for non-attendance
- Maintain persistent contact with students' homes

Herman (1991) states that educators must take into account the changing social, cultural, and economic trends' contributions to high absenteeism and dropout rates. No curriculum can succeed if the students are not in attendance to learn, develop and advance in society.

Literature on absenteeism written after 1985 demonstrates a shift of focus from the student as truant to the school as part of both the problem and the solution. Four major principles are necessary to any successful intervention--awareness, change in perspectives, early intervention, and cooperation and involvement. Components of an intervention include developing and implementing attendance policies, monitoring, tracking, and recording; getting parents involved; providing counseling and guidance; and providing relevant curriculum or alternative program. Research shows that programs (Harte, 1995) implemented as school wide improvements have consistently been successful in reducing attendance problems. Effective schools are student-centered and operate as: a caring institutional and functional community, a community organization, an experimenter and risk-taker, and a team.

In School Suspension:

Traditional approaches to student discipline include suspending a student for severe infractions. However, a history of suspension is not only predictive of dropout (Wheelock, 1986), but suspension actually encourages students to dropout by sending a clear message that they are not wanted in school (Massachusetts Advocacy Center, 1986).

In-school suspension differs from traditional suspension practices because the student stays on the school premises while serving the term of his/her suspension. Supervised, in-school suspension which includes academic support is recommended as a means to maintain a relationship with students and to make them feel as though they belong in school (Mahood, 1981), (Wheelock and Dorman, 1988).

Roquemore (1991) suggested that intervention in-school suspension programs could counteract students' low self-concepts and negative attitudes toward teachers. Such programs would include: parent training, teacher staff development, school programs that focus on one to one relationships with students, remediation of academic difficulties and administrative monitoring of individual teachers and evaluation of the school involvement.

Non-Retention:

Students who have been retained in a grade are much more likely to dropout than those who have not (Massachusetts Advocacy Center, 1986), (Sherman, 1987), (Wheelock, 1986). Walz (1987) quantifies the relationship between retention and dropout in his literature review:

"The child who has been held back one grade level is 60 times more likely to become a dropout that a student who has not, and the child who has been held back two grade levels is 250 times more likely to become a dropout."

Wheelock and Dorman (1988) argue strongly against retention and suggest giving students specialized instruction with a designated target date at which they will be "caught up" and reintegrated into their appropriate grade level. Some programs they suggest include the following:

- Competency-based curriculum in multi-grade groupings
- Smaller class size
- Summer school with different teaching techniques stressing more active student involvement.

George (1993) suggest that: (a) school districts and schools should disseminate current research on retention to schools staffs (b) school districts with high retention rates should develop a plan to reduce the rate and improve the instructional program for at-risk students (c) school districts should monitor differential effects of retention for different ethnic groups and boys and girls.

Sherwood (1993) states that despite a growing trend toward retention in grade of low-achieving students and apparent public support for the practice, many educators and psychologists disagree with the perception that flunking is an appropriate response to poor academic performance. Research reported in the past two decades indicates that grade-level retention produces little improvement in student achievement. Some studies presented evidence that students required to repeat a grade actually made less progress than comparable classmates who were promoted. In addition, there are many studies that demonstrate significant psychological damage to children, particularly in terms of lowered self-esteem. Still others associate an increase in the dropout level with retention in grade. In Florida, a number of approaches to improving student achievement without resorting to grade retention have been proposed. Among them are the following:

- tutorial programs, including peer tutoring, cross-age tutoring, and adult volunteer tutoring, coordinated with classroom instruction;
- extended basic skills programs, which eliminate "non-essentials" from the student day, with the additional time being applied to reading, writing, and mathematics;
- cooperative learning programs;
- extended-year programs, achieved in Florida because of funding constraints through summer school; and
- individualized instruction through such technologies as interactive video, word processing, and story starters.

Students At Risk:

Most studies agree that the main factors associated with dropping out include students' socioeconomic status, school behavior, and academic achievement.

"Dropout rates are higher for students coming from low socioeconomic backgrounds, from single-parent families, and from non-English language family backgrounds," stated Frase (1989) in the first annual report by the National Center for Education Statistics. This nationwide study also found higher dropout rates for students living in cities than in suburbs or rural areas, and in the South and West rather than in the Northeast. Students who marry or have children, or who have had problems with the law or school authorities, are also at greater risk.

Academic factors are clearly related to dropping out. Students who received poor grades, who had repeated a grade, who were overage for their class, and who had poor attendance for reasons other than illness were more likely to drop out. "A powerful predictor... was the attendance record during the first four months of tenth grade," Frase reported.

Barber and McLellan (1987) found that dropouts in a Wisconsin community showed clear indications of academic problems by the third grade. Their achievement test scores were significantly lower than those of their classmates and also below their ability as measured by intelligence tests; teacher comments alone identified potential dropouts with 63 percent accuracy. Poor attendance, failing grades, and low overall GPA marked these students' high school careers.

Conley (1992) in his research states that national and state policies are establishing expectations that essentially all students will graduate from high school. As schools begin to adjust their goals accordingly, they found most of their basic organizational practices must change. At-risk students demand personalized education, meaningful material, success-based tasks, continuous contact with trusted adults, and a stable peer group.

Traditional grouping and grading practices do not facilitate success for at-risk students. Teachers have a very difficult time accepting the notion that all students can succeed without standards being lowered. There is an increasing tension between meeting the needs of both "gifted" and "at-risk" students within the traditional organizational paradigm.

Restructuring schools are using cooperative learning strategies, project centered learning, learning teams, schools-within-schools, block scheduling, advisor-advisee programs, enhanced parental involvement, expansion of learning into the community, and an increasing integration of vocational and academic curricula into "applied academics" courses or strategies to meet the needs of diverse group of students.

Parent/Community Involvement

The complex needs of at risk students call for the utilization of a wide range of resources. The school's efforts to coordinate with others who have an interest in the student's life can result in synergistic benefits to the student at risk.

Parents:

Parents may be the most important force keeping children in school. At the high school level there is a tendency for parental involvement to decline. Efforts must be made to re-engage parents in their children's education.

> "Student achievement is strongly influenced by efforts to bridge home and school as a team" (Ochoa, 1987).

"The collaboration with families is an important intervention strategy" (Willis, 1986).

"Encouraging parental involvement in school learning activities helps prevent dropping out" (Walz, 1987).

The above observations illustrate the conventional wisdom regarding the role of parental influence on dropout prevention. It has been found that successful dropout programs have activities to enhance parental support (Naylor, 1987). Programs should develop policies to help increase parents' interest and monitoring of their children's progress (Strother, 1986), (Ekstrom and others, 1986).

Wheelock and Dorman (1988) suggest "blurring the home-school boundary line" by involving parents in adult education classes at the school, offering a GED program for parents, and involving parents in policy making.

Wagonseller (1992) states that despite the difficulties of parenting, few people have actually been trained to be parents or to become involved in their children's education. To address these problems, each community needs to develop a comprehensive parent involvement model.

A community parent involvement model would include the following elements:

- training parent trainers to conduct parenting classes in every school
- change the focus of the Parent Teacher Association (PTA) to parent-teacher administration
- develop in each school a parent education program for expectant parents and parents of very young children
- develop a parent education program for parents of elementary age children
- develop a parent education program for parents of children with special needs (Example: disabilities, gifted, etc.)
- develop monthly parents' workshops on topics of interest to parents
- create a family lifestyle class for high school students

Research has shown that one of the most promising ways to increase students' achievement is to involve their families (Charkin, 1993; Henderson and Berla, 1994). They also found that family participation in education was twice as predictive of academic learning as family socioeconomic status. Establishing partnerships with families has many benefits for schools and families, but Epstein says, "the main reason to create such partnerships is to help all youngsters succeed in school and in later life" (1995, p. 701).

Research on families and student learning has shown that students at all grade levels do better work in school, feel better about themselves as learners, set higher goals, and dream bigger dreams when their parents are knowledgeable, supportive, encouraging and involved with their education. Parent involvement in education can take a variety of forms, including volunteering to help in the school, doing a presentation for a class, helping chaperon field trips, and supplying materials. The most important type of involvement, however, is encouraging, monitoring, and helping your children with their schoolwork. When parents and school work together, children grow in an environment of consistent expectations and shared purpose, where children become better students and parents become better teachers.

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